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ABSTRACT

The document is based upon three two-day regional seminar workshops and one national invitational seminar workshop on women in the world of work held during 1973-74 and designed to further the professional development of vocational-technical education leaders. The first section contains three parts: (1) Introduction, discussing the social and psychological influences affecting the status and equality of women; (2) Recommendation and Program for Action, listing 14 policies and practices suggested by workshop participants as a guideline to help correct female discrimination in education and employment; and (3) Impact of the Workshops, providing a list of selected post-workshop activities engaged in by participants at various administrative levels in an attempt to improve educational and employment opportunities for women. Full texts of nine speeches explore aspects of the labor force, laws, education and employment, the women's rights movement, and career education in relation to working women. These are appended, together with the questionnaire sent to participants after the conference workshops and their responses; agendas and participant lists for the various workshop conferences; and an extensive bibliography listing books, reports, and articles suitable for general, children, and specialized reading. The appendixes make up the bulk of the document. (LH)

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WOMEN AT WORK

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Career and Vocational Education
Professional Development
Report No. 16

SCHOOL OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
1974

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THE CENTER

John K. Coster, Director

The Center for Occupational Education at North Carolina State University at Raleigh is a research and development center established in 1965 under the provisions of the Vocational Education Act of 1963. The Center has been established as an integral unit within the School of Education at North Carolina State University, and its major programs are supported by contracts with the National Institute of Education. The Center has as its mission the provision—through research, development, and related activities—of a continuing contribution to the improvement of occupational education. The major research and development programs of the Center focus on the relationship of occupational education to its context or environment. The frame of reference for occupational education includes its relationship to regional economy, politics, and the employment or work environment. In addition to its primary programs, the Center also maintains a Division of Special Service Projects which provides the capability for flexible action within the Center's overall mission. Funding for these projects is not maintained through the Center's federal grant, but, rather, negotiated on a project-by-project basis with contracting agencies.

CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SERIES

John K. Coster, Series Editor

This series is published by the Center for Occupational Education, North Carolina State University at Raleigh, as a service of the Vocational and Career Education Professional Development Unit, Division of Educational Systems Development, Office of Career Education, Bureau of Occupational and Adult Education, U.S. Office of Education.

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WOMEN AT WORK

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Career and Vocational Education Professional
Development Report No. 16

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh

1974

Project No. 002533
Grant No. OEG-0-70-1978(725)

PREFACE

In 1973-74, under the sponsorship of the U. S. Office of Education and the Center for Occupational Education at North Carolina State University, the Technical Education Research Centers conducted three two-day Regional Seminar/Workshops and one National Invitational Seminar/Workshop on Women in the World of Work. The Seminar/Workshops were designed specifically to further the professional development of leaders in vocational-technical education.

Policy makers in Regions I, II, VI, VII, VIII, IX, and X attended the Regional Seminar/Workshops held in Stillwater, Oklahoma, Las Vegas, Nevada, and Hartford, Connecticut. Vocational planners in State Departments of Education, EPDA, Part F, 552 Directors and Regional EPDA 553 Project Officers, as well as other interested persons, participated in the National Invitational Seminar/Workshop in Washington, D. C.

The workshops conducted in 1973-74 completed regional coverage which was initiated in 1972-73, when the Technical Education Research Centers conducted Seminar/Workshops on Women in the World of Work in Regions III, IV, and V. The 1972-73 workshops were sponsored by the U. S. Office of Education and the Delaware Department of Public Instruction.

During the workshops, distinguished speakers with expertise in specific areas relating to women in education and employment made provocative presentations on the following topics: the composition of the nation's labor force, laws on equal education and employment opportunities for women, problems and issues associated with the education and employment of women, the desirability of equal education and employment opportunities, the implications of issues emerging from the women's rights movement, and career education concepts associated with women in the world of work. (The full texts of the speeches are contained in Appendix A.)

Following animated discussions of the speeches, participants joined workshop groups to develop practical suggestions and recommendations which could be inculcated into a replicable program for action directed toward creating equal educational and employment opportunities for girls and women.

In July and August of 1974, a follow-up survey of participants was conducted by the Technical Education Research Centers to ascertain the immediate impact of the Seminar/Workshops. Results of the survey, including special action taken by participants, are included in this report.

This report contains:

I. INTRODUCTION - A discussion of the social and psychological influences affecting women's status and equality;

II. RECOMMENDATIONS AND PROGRAM FOR ACTION - Policies and practices suggested by workshop participants to correct discrimination against women in education and employment; and

III. IMPACT OF THE WORKSHOPS - A discussion of immediate outcomes of the Seminar/Workshops.

Appendices A, B, and C contain the speeches, the questionnaire, and the agenda and participant lists. The speeches have been reproduced from the Final Report of the project, with little editing except for technical accuracy and the deletion of one or two colorful phrases. A Bibliography, contained in Appendix D, includes a list of books, reports, and articles for general reading and for use as references and as resource materials.

The Technical Education Research Centers (TERC) and the Center for Occupational Education are most appreciative of the leadership and support provided in the conduct of the workshops by the U. S. Office of Education, Bureau of Occupational and Adult Education, Division of Educational Systems Development. The Vocational Education Personnel Development Staff, Division of Educational Systems Development, gave wholehearted support to the project. Mrs. Muriel Tapman, Education Program Specialist, who served as Project Officer, and Mr. Frank Perazzoli, Education Program Officer, were extremely helpful in providing direction and encouragement.

The success of the workshops was greatly enhanced by the excellent speeches presented, and the educators who helped accommodate the workshops at local sites deserve special mention for their cooperation. TERC is indebted to Dr. Francis T. Tuttle, State Director, Oklahoma State Department of Vocational and Technical Education; Mr. R. Courtney Riley, Nevada's State Director of Vocational Education; and Dr. Herbert Righthand, Connecticut's Acting Associate Commissioner of Vocational Education, for their assistance with the selection of participants, keynote speakers, and facilities. Special thanks go to Dr. Lloyd Wiggins, Professor, Occupational and Adult Education, and members of his staff at Oklahoma State University, who assumed major responsibility for making workshop arrangements in Stillwater.

Finally, appreciation goes to the TERC staff--Eugenia Walters, Associate Project Director, who assisted in managing and coordinating the Seminar/Workshops; Carol Karasik, Research Associate, who edited

the papers and wrote a major portion of this report; and Frances Courtney, Administrative Assistant, who provided valuable assistance in all aspects of workshop coordination--and the Center staff who worked to produce, duplicate, and disseminate this report.

Mary L. Ellis
Project Director

John K. Coster
Center Director

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INTRODUCTION

Working women are not news. Women of the working class have been in the mills and factories and shops since the Industrial Revolution. They were the potters and weavers, sowers and food gatherers at the genesis of civilization.

There is a vast difference, however, between their low social and economic status, their role as "the little woman of the house," and their awesome role as mother. The earliest societies were matriarchies whose center of devotion, strength, and unity was the Great Mother. The Feminine Principle presided over earth, protected and healed, provided warmth and kindness, food and nourishment. In many forms, the power of the Great Mother of creation was central in the pantheons: Ishtar and Isis, goddesses of fertility; Athena, source of wordly wisdom; Aphrodite, goddess of beauty and love; Sophia, fount of spiritual transformation and rebirth.

Archetypal images prevail in our collective psyche. They shape our religious and social customs, influence our literature and imaginative powers, and have an enormous effect on our relationships--despite the masculine dominance in contemporary society.

It would seem that the women's movement represents an attempt to restore the Feminine Principle to its original nobility. At least, many men view the movement as a threat to the patriarchal system and equate its members with the more forboding aspects of the Great Mother. However, the women's movement is more political and social in nature. It was born out of the disillusioning contrast between women's subjugated role and their ethereal image. The demand for greater freedom and individuality is, in fact, a desire to escape containment and protection and achieve higher levels of consciousness. This is the path that all great civilizations have taken, and upon which all individuals are expected to advance. The way is the dominant ethos and myth of our culture, and it is one to which most women subscribe, spiritually. Acceptance of masculine or feminine archetypes, symbols, and rites does not depend on one's sex after all.

Unfortunately, the independent struggle for identity and self-realization has not been the approved path for women. These concepts, applied to everyday life, have been alien to them, largely because the way has been barred. Women have been expected to stand in the shadow of their husbands, brothers, and sons, to follow the pattern of their mothers, to marry early, and to bear children in the name of the father. This social design, ingrained over thousands of years, seems instinctual, or genetic, so perfectly does it reflect what anthropologists, depth psychologists, and theologians believe to be the natural state of existence.

Change, however, is the distinguishing characteristic and value of American society. Our lives, our families, our jobs and professions are in a constant state of flux. America is a nation on the move, and progress, for its own sake, is our most important product. Extended kinship has been replaced by the nuclear family. It is efficient and modern, though discomforting in its self-imposed isolation from the less compact family of relatives, grandparents, aunts, and cousins. It is the established family norm, although thousands of couples each year divorce or abandon it. Still, the virtue of the family as the foundation of the social system is upheld--especially when the family is cohesive and middle-class. If poor--or very young--the family is repudiated as an unhealthy atmosphere for growth; there is wide support for the notion that the children be brought under the wing of education as soon as they can walk. The upper classes, who have certain advantages, may keep their children dependent as long as possible, as long as they do not become an economic liability.

In terms of work, technology has created new occupations while rendering others, particularly the handcrafts, obsolete. Automation has freed men from the most laborious jobs only to leave in its wake unemployment, depersonalization, and ecological havoc. For those who are educated and trained, technology promises immense opportunities in new and expanding fields. For those without skills, it reinforces the status quo. It has given our nation ascendant power over underdeveloped countries and has perpetuated within our boundaries a divisiveness between the elite technocrats and the masses of unskilled laborers--between those who control and those who are subservient to machines.

So great is the admiration for--and awe of--the mysteries of technology and its few initiates that those who work with machines get paid far more than people who work with people. (It should be no surprise that 60 percent of the workers in service occupations are women. And in 1971-72, only 0.5 percent of all female vocational students were enrolled in technical education.)

There are those among us who cannot live with these disparities, who either reject change outright or worship at its altar without considering the consequences. Polarity and extremism, in a grey world without easy solutions, are the symptoms of our decade. At a time when ordinary life seems out of control and people contemplate their powerlessness, at a time when many of our youth are preparing for the second coming, women are demanding a fair share in the destiny of the world outside the home. They pose no direct solutions to our more baffling problems, but they do present a new definition of family and a new dimension to career, one that combines work with social and personal satisfaction. Women, it is believed, are endowed with infinite sensitivity, moral fiber, and practicality. If this is true--if they remain "feminine"--their growing numbers and emerging vitality will bring new hope, realism, and humanism into the work place.

For too long, women have been undervalued not only at home but in the labor market. Although the growth of American industry since World War II can be attributed, in part, to the enormous increase of women workers, they have filled subordinate positions, and the occupations in which they are concentrated have offered no prestige or substantial economic returns.

So thoroughly have women been indoctrinated in passivity and conformity that women teachers, secretaries, and nurses have failed to recognize the significance of their power to alter educational practices which reconfirm women's low status, their power to humanize the way business and industry are run, or their power to deliver improved health care in this country.

The women who have suffered most as domestics and non-union factory workers have been the last to raise their voices in complaint or protest. It is they, more than the college-educated, who go to work primarily to support their familes, who maintain both job and household and who, for a variety of reasons, continue to have, and uphold the value of having, larger families while enduring liberal scorn. We need to ask why a child-centered society, one that confirms the blessedness of youth and extends the years of dependency well over the age of 18, both honors and discriminates against those who reproduce.

Childbearing is not the only key to women's equivocal status. Humankind has, to some extent, gained control over evolution. Indeed, women are having fewer children and the population has stabilized. Nevertheless, business and industry depend on women remaining in the home. Women are the consumer class in society. New products and appliances have freed women from time-consuming household chores. Having to devote less time to child-rearing and domestic responsibilities, more women have been free to work over a longer period of time. As a result, women are becoming a stable class of workers. As such, they are being welcomed, if reluctantly, even in the skilled trades. This change could not have happened at a better time. There simply are not enough men to fill the projected job demands of the 70's and 80's.

Hopefully, the impetus of the women's movement will prevent women from remaining a convenient source of cheap labor. Women already have made in-roads toward achieving job entry, equal pay, fringe benefits, and promotional opportunities in higher-paying, nontraditional occupations; and the movement gradually is gaining the support of working-class women, particularly in the unions. Although the battle has not been won, social acceptance of women as workers, careerists, and breadwinners represents only a first step. Nothing will have been gained if women enter the world of work only to lose self and freedom to their employers. It is not enough to work to make ends meet. Women and men need alternatives to standard work routines and inflexible management practices if work is to provide meaningful, self-fulfilling experiences. It is devastating when the quality of human and family life is held in the sway of alterable economic conditions.

It would be a great leap forward if vocational education offered female students equitable counseling and training for a variety of occupations promising the advantages of pay and promotion which are rare in female-intensive jobs. Yet, it would be entirely short-sighted if the vocational education system stopped at preparing all its female students for jobs, even better paying jobs in new and emerging occupations. Policy makers, administrators, teacher educators, and teachers must also increase the dignity and self-image of women, and all vocational students, create opportunities for self-actualization, and prepare students for life and leisure, as well as jobs.

We must work to survive economically; yet, full-time jobs do not occupy all our time nor do they absorb all our interests and commitments. It is more than possible that a shorter workweek, part-time employment--and underemployment--may become facts of life for many workers. In light of a new social and economic framework, can vocational educators provide continuing education opportunities to help youth and adults recognize their full potential as well as adjust to a life wherein full employment is not the central criterion for success? Can vocational educators help both boys and girls find flexible, less conventional definitions for themselves in the home and in the labor market? Can they help students find self-expression without engendering intense personal conflicts between appropriate masculine and feminine traits and roles? They must do so by eradicating sexism in the schools, by joining the educational community to arrive at a better synthesis of academic and vocational education and by working with business and industry to create a more humanistic work environment.

Many men and women who are threatened by some of the demands of the women's movement may be reacting negatively because of their religious beliefs or ethnic backgrounds. Many men may feel that their primary function as protector and provider is being usurped. Furthermore, women who enjoy being full-time housewives and mothers and who see the price their husbands are paying for financial security are understandably unwilling to sacrifice their personal needs and traditional role to court success and false superiority in a competitive man's world. As long as they can afford to stay home (and there are fewer and fewer women in this category) they are right in wanting to avoid the anxiety, stress, boredom, and ill health that claim far too many men in the pursuit of an essential, though hollow, reward.

On the other hand, if women must work or choose to seek fulfillment through careers, they also must strive for more wholesome working conditions, greater social alternatives, and justice. It is difficult to erase deep-seated biases, even when very practical social and economic considerations weigh against them. Yet, our social imperatives are at stake. As Evelyne Sullerot, in Women and Society and Change, states so well:

> The position of women in society provides an exact measure of the development of that society. . . Social progress and changing eras are linked to increases in women's freedom, and social decadence is accompanied by a decrease in their freedom. . .
>
> It is clear that the position of women represents a coherent structure in which all elements are integrated; ideology, role in the family, role in society, economic role, sphere of activity and sphere of forbidden activity. These components of the female position are closely intercorrelated. It would be interesting to know whether a change in one of these components would automatically change the whole structure.

It is apparent that women's changing role is not a social anomaly. Rather, the re-emergence of the feminist movement coincides with the major social and economic reforms of our time. There is, after all, an emotional depth in the human psyche at which differences fade and we are one, and any affront upon another wounds us all.

It is toward the achievement of greater equality for women in education and employment that TERC has conducted this series of Regional Seminar/Workshops on Women in the World of Work. The Recommendations and Program for Action which follow are intended as prototypes for action. Such action would represent a major step toward a more responsive educational system extending greater opportunities to all students.

RECOMMENDATIONS AND PROGRAM FOR ACTION

1. RECOMMENDATION: National, state, and local government agencies, policy boards, and advisory councils should take action to eliminate sex discrimination.

ACTION:

a. Equal rights law enforcement agencies should be strengthened.

b. Title IX of the Education Amendments of 1972 should be enforced.

c. The U. S. Office of Education should disseminate final guidelines to implement Title IX.

d. The U. S. Office of Education should develop a list of schools that are making exemplary efforts to improve educational opportunities for women.

e. The U. S. Employment Service should train staff to provide women with improved information about nontraditional jobs and training opportunities.

f. All equal opportunity committees, offices, and commissions should have a staff person or special division responsible and accountable for equal opportunities for women.

g. The National Advisory Board for Women's Educational Equity, established under the Education Act of 1974, should include vocational-technical educators among its membership.

h. National, state, and local vocational education advisory councils should make Women in the World of Work a high priority on the agenda for 1975--International Women's Year.

i. Advisory councils should promote increased education and employment opportunities for women by sponsoring forums and recommending policies and programs to state departments of education to eliminate sex discrimination in education.

j. Women should have equal representation on national, state, and local advisory councils and policy-making boards.

k. A State Task Force on Sexism in Education should be established in each state (as in Michigan) and involve vocational educators.

l. A national system for examining and responding to educational priorities should be established. The system should be self-evaluating, self-sustaining, and self-updating.

m. The U. S. Office of Education should work to reinstate the requirement that states gather statistics by sex and ethnic categories to provide a basis for determining needed programs and services for women and minorities.

2. RECOMMENDATION: Administrators at the state and local level should provide leadership in creating equal educational opportunities for women.

ACTION:

a. Qualified female staff should be hired and promoted to administrative and leadership positions, thus increasing the number of female role models.

b. Qualified female teachers should be recruited to teach courses traditionally taught by men and vice versa.

c. States should conduct a formal assessment of problems of women in education and employment for purposes of state planning.

d. States should survey and publish a list of women's organizations and utilize their members in state and local planning.

e. State or local education agencies should conduct ongoing surveys of local labor market demands and job requirements to determine employment restrictions or opportunities for women.

f. Funds for career education should be regulated by state departments of education to assure equal educational opportunities for women.

g. Physical education and athletic programs for men and women should receive equal financial support.

h. Expenditures for male and female students should be equitable. Funds for disadvantaged students, rather than going for predominantly male programs, should be balanced as well.

3. RECOMMENDATION: Affirmative action plans should be required of and developed by all educational institutions and agencies.

ACTION:

a. State departments of education should develop career ladders and promotional opportunities for their female staff.

b. State departments of education should develop and disseminate affirmative action guidelines to all local education agencies.

c. Where required by law, affirmative action plans should be adopted and enforced by all state education agencies and educational institutions.

d. Female educators who have been discriminated against should file formal complaints and insist on evidence of affirmative action.

e. An implementation plan should be developed by education and industry to serve as a guide in establishing equal opportunities for women. The plan should include staff projections, goals, and timetables.

4. RECOMMENDATION: Vocational education should provide male and female students equal access to educational programs and employment opportunities.

ACTION:

a. A massive recruitment effort, supported by adequate funding, should be undertaken to encourage more females to enroll in nontraditional vocational programs at the secondary and postsecondary levels.

b. Women should be prepared for long-term employment--not simply short-term jobs--in a wider variety of occupations.

c. Career education for females at all levels should be mandatory so that they will be oriented and prepared to compete in the world of work.

d. Vocational schools and classes, particularly consumer and homemaking and industrial arts, should be integrated by sex.

e. Competency and performance-based education should be implemented to give persons with prior experience greater flexibility to move into new educational or occupational programs.

f. School schedules and programs should be made more flexible to women's needs--i.e., open-entry, year-round, and extended day programs.

g. On-the-job training should be expanded to prepare women for management positions in the world of work.

h. Work experience programs should be adopted or expanded for all vocational education areas.

i. Child care training programs should be continued and expanded to prepare both males and females for jobs in this growing field--and for parenthood. Day care facilities should be established in all vocational institutions to provide practical training to students as well as create an opportunity for mothers to receive vocational education.

j. Surplus or uncommitted funds should be utilized to establish "risk" programs, such as special programs for pregnant teenagers and infant stimulation programs for new parents.

5. RECOMMENDATION: Curricula and materials should be free of sexual bias and assure equal education and employment opportunities for women.

ACTION:

a. Career education at all levels should be used to improve the self-concept of young women, increase career awareness among female students, and prepare all students for jobs and careers without regard to sex roles.

b. Curriculum specialists should develop career education programs and materials which are free of sex-role stereotyping and which expand the educational and career options of young women.

c. Curricula and materials in academic and occupational programs should emphasize the significant contributions of women.

d. Curricula and materials related to women's studies should be developed and implemented in vocational and career education programs.

e. The curriculum should emphasize social values and coping skills as a focal point for self-development.

f. The curriculum should emphasize the dual roles of women--and men--as homemakers and parents and wage earners.

g. Information on sex and race discrimination, equal rights laws, and student rights should be introduced into the curriculum.

h. The U. S. Office of Education should establish a national priority to be implemented by the states to join state departments of education and teacher education institutions in a common effort to eliminate racism and sexism in all curricula and materials.

i. Curriculum laboratories should train staff and develop manuals to eliminate sex-role stereotyping.

j. Publishing companies should be urged to prepare non-sexist materials about careers and job options.

k. State and local committees or task forces, involving parents as well as educators, should be established to review and screen textbooks, films, audio-visual presentations, and software to eliminate sexist and racist bias.

l. State and local education agencies should review and revise curricula and materials to remove sexual stereotypes.

m. Education agencies should institute inservice training programs for instructional staff in order to implement immediate changes in curriculum and teaching practices while waiting for revised publications.

n. The U. S. Office of Education should issue criteria and guidelines for reviewing texts and materials to eliminate sexual and racial bias.

o. State evaluation committees or regional curriculum centers should establish criteria and guidelines for evaluating texts and materials.

p. Teaching staff should work with state evaluation committees to assure that recommended materials are free of sex-role stereotyping.

q. Qualified women should be represented in equal numbers on state evaluation committees and curriculum review committees.

r. Women should be encouraged to seek education and careers in curriculum development.

6. RECOMMENDATION: Guidance and counseling services should increase the educational and career options of female students.

ACTION:

a. Career development should be implemented at the elementary level to expose all students to the full spectrum of career opportunities in the world of work. Career development should extend through high school with constant upgrading of career aspirations.

b. A realistic self-evaluation guidance program for vocational students should be implemented. It should include a component to help young women achieve a positive self-concept in relation to the world of work.

c. As required by law, counselors should discontinue the use of sex-biased aptitude tests.

d. Counselors should encourage girls and women to enter nontraditional vocational education programs and occupations, and present nontraditional occupations as a challenge rather than a barrier to young women.

e. Coordinators and placement staff should make greater efforts to convince employers to consider qualified young women for on-the-job training or jobs in nontraditional, higher-paying occupations.

f. Counselors should be trained to help students make sound and realistic educational and career choices rather than choices based on social conventions.

g. Preservice and inservice training for counseling, guidance, and placement staff should increase their awareness of sex-role stereotyping in education and employment.

h. All counselors should receive perservice and inservice training in career counseling.

i. Certification requirements for counselors should insure that they are knowledgeable about the world of work and are capable of suggesting a wide variety of educational and job options to young women.

j. State certification requirements for counselors, both male and female, should require periodic participation in useful and diversified employment programs.

k. An information system should be established in each state to provide counselors with current information on the labor market and job opportunities for women.

l. A parent-counselor corps approach should be implemented as a way to provide students with broader career information.

m. Mobile units staffed by counselors should be utilized to provide guidance and career information to dropouts, out-of-school youth, and adults to help them enter or re-enter the work force.

n. The American Vocational Association and the American Personnel and Guidance Association should adopt and enforce resolutions to alleviate sexism and racism in guidance practices and materials.

7. RECOMMENDATION: Teacher education institutions should create policies and programs which will assure equitable treatment and full human development for students and staff.

ACTION:

a. Preservice and inservice programs should be conducted for teachers, administrators, and teacher trainers to broaden their awareness and knowledge of the changing role of women in society and in the world of work.

b. Teacher education institutions should recruit qualified women to serve as faculty and administrators.

c. Teacher education institutions should recruit, admit, and counsel more women into advanced degree programs, particularly in administration and in nontraditional vocational areas.

d. Curricula and methodology should prepare teachers to work with each student on the basis of individual interest, aptitude, and ability.

e. Teacher education institutions should orient teachers to the world of work and provide them with the diagnostic skills, group counseling techniques, methods, and practical experience to expand the career options of female students.

f. Teacher education institutions should offer preservice and inservice training on equal rights laws so that staff can inform students about their legal rights and recourse in education and employment.

g. Certification renewal programs should include units or courses on women in the world of work.

h. Teacher education institutions should have representative citizens' advisory councils to provide them with information about the education and employment needs of women in the community.

8. RECOMMENDATION: Professional development should create a strong philosophical and practical basis for advancing equal educational opportunities.

ACTION:

a. Workshops, funded through EPDA, should be conducted for administrators at the state and local level to develop strategies and procedures for correcting sexism in education and for planning programs serving the needs of women.

b. Staff development programs for men and women in professional and nonprofessional positions should be designed to eliminate social barriers, open communication channels, and instill the need for cooperation and mutual respect in working toward common goals.

c. Attendance at professional development programs on topics related to women's rights should be part of the requirements for certification.

d. Professional development internships should be made available to increasing numbers of women in order to prepare them for positions of leadership.

e. Professional development should focus on improving political skills such as monitoring government and equal rights regulatory agencies and identifying increased funding sources for developing more effective educational programs and services.

9. RECOMMENDATION: Adult and continuing education should offer expanded programs and services to assist increasing numbers of qualified women to enter and advance in the world of work.

ACTION:

a. Recognizing the discontinuous nature of education and work among women, educational institutions should develop special counseling programs to assist women preparing to return to the labor force.

b. Educational institutions should develop flexibly scheduled training, upgrading, and retraining programs to serve women re-entering the work force after prolonged periods of absence.

c. Adult and continuing education programs should increase employment opportunities for women by encouraging them to explore and prepare for nontraditional occupations.

d. Educational institutions should develop procedures for assessing and accrediting paid and non-paid prior experiences so that women returning to school may be admitted with advanced standing.

e. Educational institutions should solicit the help of business, industry, and labor in planning and coordinating re-entry, skill-oriented programs for women.

f. Adult and continuing education institutions should offer women's studies programs, including courses on women's rights, sex-role stereotyping, and the changing role of women in society.

g. Educational institutions should establish quality child care centers to meet the needs of students and faculty.

h. Women's resource centers should be established in local communities to assist women re-entering the work force or returning to school.

10. RECOMMENDATION: Educators, individually or in groups, should take political and community action to expand educational and employment opportunities for women.

ACTION:

a. Educators should gather information to support federal and state legislation benefiting women in the world of work--i.e., day care; tax exemptions for child care; equitable taxation, social security benefits, and pension plans; flexible hours and part-time employment; and more stringent health and safety regulations.

b. Educators should work for the appropriation of funds under the Women's Education Equity Act up to the full authorization of $15 million.

c. Teachers and administrators should work with advisory committees to help change attitudes about women in the world of work.

d. Schools should establish liaison with all employer groups in order to learn their job requirements as well as to encourage them to hire qualified women for all employment classifications.

e. Educators should provide employers with factual information on equal rights laws, as well as findings on women's skill aptitudes, low rates of absenteeism, and general productivity on the job.

f. Educators should cooperate with industry in developing on-the-job training programs for women entering nontraditional occupations and managerial positions.

g. Educators should file complaints with advertisers and the FCC regarding sexist advertising and programming.

h. Educators should urge the media to report and dramatize problems confronting women in education and employment and urge them to take affirmative action to alleviate stereotyping in programs, news coverage, and commercials.

i. Educators should consult with parents, local business and industry, civic groups, the church, and Governors' Commissions on the Status of Women to share information and to develop a program of action for improving opportunities for women in the schools and in the community.

j. Professional educational organizations and associations should sponsor programs to increase responsible citizenship among their members.

11. RECOMMENDATION: Continued research should be conducted to provide accurate data and information on women in education and employment.

• ACTION:

a. The Department of Labor should sponsor surveys of job shortages in occupations qualified women can fill.

b. Government agencies should determine the extent of female participation in nontraditional occupations, apprenticeship programs, and unions.

c. State and local education agencies should survey business and industry to assure that female students are being prepared for occupations in which there are expanding employment opportunities.

d. Ten million dollars of categorical funds of the Department of Labor should go to the U. S. Office of Education to be allocated to state vocational education agencies for determining current and future labor market supply and demand so that accurate information will be available for purposes of planning effective vocational programs.

12. RECOMMENDATION: An intensive public information campaign should be developed to help eliminate sexism in the home and community.

ACTION:

a. Educational institutions, business, industry, and labor, civic and professional groups, and government agencies should work cooperatively to inform the public about equal rights laws, the Equal Rights Amendment, and the emerging role of women in society.

b. School programs on sex-role stereotyping should be conducted for parents and students.

c. Public service programs should be developed by vocational educators to increase awareness of women in the world of work, changes in the labor market, the career education concept, and opportunities in vocational education. Such programs should involve students and portray people in nontraditional occupational programs and careers.

d. State vocational associations, public information offices of state departments of education, and youth organizations should publish and disseminate information about women in education and employment.

e. Vocational educators should develop promotional materials, slides, videotapes, and film and utilize radio, television, and cable (public access) to disseminate information on education and employment opportunities for men and women of all ages.

13. RECOMMENDATION: Employers should establish equitable personnel policies, employment practices, and fringe benefits in compliance with federal laws.

ACTION:

a. All employers should be required to establish nondiscriminatory policies with regard to salaries; hiring and promotion of married women, older women, and mothers; fringe benefits; retirement plans; and pregnancy and maternity leave.

b. Women workers ought to be apprised of equal rights laws.

c. Industries should publicize job openings and requirements more widely. They should sponsor ads showing women in nontraditional fields.

d. Employers should recruit qualified women from nontraditional jobs and positions.

e. Apprenticeship programs should be publicized and women encouraged to participate in them.

f. Procedures should be developed by employers for evaluating and certifying the non-paid experiences of women re-entering the work force and to regard some volunteer work and homemaking skills as job-related.

g. Federal employers should provide, by law, upgrading for qualified women through remedial job training, work study programs, and career counseling.

h. Employers should qualify women for top positions, through flexible assessment of prior experience, management training programs, and internships.

i. Women should be recruited to serve on policy-making boards in corporations and should have equal representation on recruiting teams and advisory committees.

j. Flexible working hours for women should be made available by business, industry, and government.

k. Industries should establish quality day care centers.

l. Employers should consider more flexible employment patterns--the varied work week, the shared job concept, and leaves of absence for child rearing or continuing education.

14. RECOMMENDATION: Workshops on women in the world of work should be implemented at the national, state, and local levels to increase awareness among educators, elected officials, civic groups, professional associations, business, industry, and labor, parents and students.

ACTION:

a. Seminars on women in the world of work should be sponsored by state agencies of education and labor to eliminate sexism and racism in the schools and on the job.

b. The U. S. Office of Education should develop and publish lists of resources and materials for the conduct of workshops on women in the world of work in each state. States should develop additional resources and materials for workshops at the local level.

c. The U. S. Office of Education should solicit knowledgeable and informed persons on women in the world of work to address USOE regional annual meetings.

IMPACT OF THE SEMINAR/WORKSHOPS

In July, 1974, follow-up questionnaires were mailed to participants who attended the Seminar/Workshops on Women in the World of Work conducted for Regions VI and VII in Stillwater, Oklahoma, and for Regions VIII, IX, and X in Las Vegas, Nevada. In August, 1974, the questionnaire was sent to participants of the third Seminar/Workshop, conducted March 17-19, 1974, in Hartford, Connecticut, for Regions I and II.

Those who attended the National Invitational Seminar/Workshop in Washington, D. C., September 29-October 1, 1974, were not surveyed because the one-month period between the final workshop and the contract expiration date would not have given participants adequate time to accomplish needed changes on behalf of women. Nevertheless, a number of participants were kind enough to let us know, informally, that they had found the group interaction "productive," "thought-provoking," and of "substantial benefit," and as a consequence are disseminating workshop materials to key administrators, developing similar seminars, and using the information in state planning.

Results of the survey show that the workshops were received favorably. Out of 175 responses, 150 persons indicated that their understanding of the problems confronting women in education and employment had increased as a result of the Seminar/Workshops. A great majority of respondents also were made aware of inequities prevailing against women and men desiring to pursue nontraditional careers. Interestingly, 55 out of 118 respondents believe women are encouraged to prepare for nonstereotyped occupations, but only 24 acknowledge that women are trained for nontraditional fields.

A number of participants who gave negative responses commented that they had been aware of the issues and had been engaged in correcting discriminatory practices prior to attending the 1973-74 workshops. In comparison to the follow-up of the 1972-73 series of workshops for Regions III, IV, and V, there was a slight increase of respondents in this category. This may be attributed to the gradual progress being made by the women's rights movement. (For total responses to the questionnaire, see Appendix B.)

Immediate Results

A major objective of the Seminar/Workshops was to encourage educational leaders to take the initiative and act on the suggestions and recommendations developed during the workshops. Based on the survey, all participants have been involved in some activity designed to improve educational and employment opportunities for women. Most have discussed

the concepts of the workshops with their associates and many have had the occasion to speak on the subject of sex discrimination. In addition, much is being done in the area of teacher education and curriculum revision.

The real success of the workshops must be judged in terms of the immediate outcomes, and the many achievements of individual participants, acting in their professional capacities (or as interested private citizens), confirm the value and significance of the workshops.

Selected activities engaged in by persons at various administrative levels are reported in the following section.

Legislators

A State Senator from Iowa has sponsored successful legislation to eliminate sex discrimination in educational programs, influenced passage of an amendment which allows Iowa cosmetologists to cut men's hair, and supported increased athletic programs for women.

A State Senator from Nebraska has opposed efforts to reverse the State's ratification of the Equal Rights Amendment.

USOE Regional Offices

The Director of Occupational and Adult Education in Region VIII is working to eliminate discriminatory practices in professional organizations and associations and in state and local education agencies.

The Program Officer for Equal Educational Opportunity, Region IX, participated in Women's Affirmative Action Plan Committees sponsored by OE and HEW and is encouraging school districts to develop affirmative action.

An HEW Federal Women's Program Coordinator, Region VII, working with representatives from five federal agencies and four area colleges, helped develop a "week-end" college program granting academic credit to women desiring to move into career ladder opportunities.

State and Local Boards of Education

The chairperson of the Vocational Education Committee for California's State Board of Education, the first woman elected Chairperson of the Board of the Far West Laboratory for Educational Research, has promoted women to top supervisory positions.

A member of Colorado's State Board for Community Colleges and Occupational Education and Executive Secretary of the Colorado Vocational Association is urging college-age women to become active in professional organizations and is discussing the problem of equal opportunity with educators throughout the state.

A Curriculum Synthesizer for the Career Education Project, Yonkers Board of Education, is working for greater career equality for women as a member of the National Organization for Women and the American Federation of Teachers.

State Departments of Education

Arizona's Deputy Associate Superintendent has promoted equal educational opportunities for women and participated in the development of curriculum guides and resource materials which are free of sex-role stereotypes.

Connecticut's Acting Associate Commissioner for Vocational Education instituted a strong affirmative action program for women.

Arkansas' State Director of Vocational Education encourages the recruitment and promotion of women into higher level positions on the state staff.

Iowa's State Director of Career Education has been responsible for hiring five professional women to serve on the staff.

Missouri's State Director of Vocational Education advocated a policy urging that both sexes be encouraged to make career choices and prepare to enter the world of work.

Utah's State Director of Vocational Education is using the objectives of the workshop in program planning.

Vermont's Assistant State Director of Vocational Education has developed a State Plan which includes expanded educational opportunities for female students and has encouraged young women to participate in Future Farmers of America.

Washington's Director of Career Education and Vocational Guidance has sponsored Project WAVE, a series of inservice workshops conducted throughout the state, and reviewed the Regional Seminar/Workshop on Women in the World of Work in the Director's Report, April, 1974.

Colorado's State Supervisor of Vocational Guidance has promoted increased opportunities for women through a state vocational workshop, workshops for career and job placement specialists serving local schools and community colleges, and inservice training for counselors working in a mobile career guidance unit.

Kansas' State Vocational Guidance Program Specialist has worked with student personnel staff in area vocational-technical schools and community colleges to implement the USOE Guidelines for Title IX of the Higher Education Act and has urged counselors to eliminate sex-stereotyping practices.

Massachusetts' Senior Supervisor for Guidance, Testing, and Counseling implemented state laws pertaining to the Equal Opportunities program and initiated special projects on women in two graduate courses, Career Education and Organization and Administration of Pupil Personnel Services.

Oregon's State Director of Student Services has testified before the State Legislature's Interim Committee on Education in support of improved counseling services for girls and women.

Idaho's State Consultant for Pupil Personnel Services assisted in the development of an affirmative action plan for women and minority groups and eliminated sex-stereotyping in a pilot project on career guidance, counseling, and placement and in scripts prepared for the Satellite Project of the Rocky Mountain States.

Texas' State Consultant for Guidance furnished data and information on women in the labor force and the significance of the women's movement to an agency advisory council engaged in preparing career education curriculum materials for high school students.

Massachusetts' Chief of Health Occupations Education taught a graduate course on the stereotyped role of women in the allied health professions.

Idaho's State Supervisor of Home Economics and Exemplary Programs reviewed curriculum guides and textbooks to eliminate sex bias.

Nebraska's State Administrative Director for Home Economics has advised businessmen to establish staggered work schedules, child care facilities, and on-the-job training programs to enable women to compete more successfully in the work force.

North Dakota's Assistant State Supervisor of Home Economics has worked with teachers to reduce sex-stereotyping in the classroom.

Washington's State Director of Home and Family Life Education reported on the Regional Seminar/Workshop in a newsletter which is distributed to 2,000 educators and State Directors of Vocational Education and reviewed workshop materials before the State Board of Education.

New Jersey's State Supervisor of Administrative Services represented the Division of Vocational Education at a public hearing on a new state law banning sex discrimination and participated in a training and Management Opportunities Conference on Career Women in State Government.

New Hampshire's Associate Education Consultant has been active on a State Department of Education Women's Task Force and a local Affirmative Action Committee.

Oklahoma's Special Assistant, Vocational and Technical Education, worked with the Oklahoma State Committee on Child Care Legislation and the Oklahoma Home Economics Association Executive Committee to develop a program of work and plan of action for increasing opportunities for women.

Arkansas' Supervisor of Career Education sponsored a career education workshop devoted to the changing role of women.

An Oklahoma Research Associate is supporting candidates who support the Equal Rights Amendment.

Rhode Island's Education Media Consultant has been involved in developing an affirmative action plan, as well as a series of workshops on affirmative action, and is planning a workshop for librarians on selecting non-sexist materials.

Nebraska's Administrator for Vocational Education Professional Development discussed the problem of preparing women for non-stereotyped occupational roles with students enrolled in vocational teacher education programs.

Texas' Educational Program Director conducted orientation sessions for over 100 staff members on the agency's Affirmative Action Plan for Equal Employment Opportunities, utilizing information gained during the Regional Seminar/Workshop on Women in the World of Work.

Montana's Supervisor of Public Service Careers has become a founding member of a Women's Information Network and has instigated complaints of sex discrimination.

Advisory Councils

The Chairperson of the Montana Advisory Council for Vocational Education initiated a study of sexism in elementary textbooks, conducted by the local school system and the local chapter of the National Women's Political Caucus.

A member of the Oregon Governor's Advisory Committee on Career Education testified several times before the State Legislature on behalf of women in the world of work and, as a member of the Oregon State Wage and Hour Commission, changed work orders that discriminated against women.

The Chairperson of the South Dakota Advisory Council on Vocational Education holds sessions on women in the world of work at Advisory Council public meetings throughout the state and has introduced career awareness activities into adult basic education courses for women.

The Vice-Chairperson of the Vermont Advisory Council on Vocational Education has organized special counseling groups for women, helped establish an area women's center, created part-time jobs for mothers with families, and advocated new maternity leave policies for college staff.

Local Directors

The Director of Project Equality, Highland Public Schools, Seattle, Washington, is involved in developing a series of workshops on equal opportunities for school district administrators, counselors, and elementary and junior high school staff.

The Director of Arkansas' Rich Mountain Vocational-Technical School has provided leadership to improve vocational guidance and curriculum planning for young women; has been involved in a study of sex-role stereotyping in public school textbooks; and has brought the need for equal educational opportunity to the attention of the Governor's Education Task Force.

The Work Experience Education Coordinator of Arcadia High School has recommended the use of non-biased tests and guidance materials; helped implement a course on English for Careers taught by a man/woman teaching team and designed to reduce sex-role stereotypes; provided materials on women in the world of work for a social studies course on the history of women; and participated in the newly-formed Women's Caucus of the California Personnel and Guidance Association.

An elementary principal in Wichita, Kansas, who is President of the National Council of Administrative Women in Education, is developing a two-day seminar for women educators and an inservice program for school superintendents to improve their attitudes toward women as decision makers.

Teacher Education

The Head of Occupational Education at Kansas State University is planning to direct a national workshop for sisters in the Catholic Church on expanded educational opportunities for girls and women.

A Professor of Education at George Peabody College for Teachers has served as consultant to the Metropolitan Nashville Public Schools Workshop for Counselors and Administrators regarding sex-role stereotyping in public education.

A Professor of Home Economics at Arizona State University is directing a series of clinics on women in the world of work sponsored by the Arizona State Department of Education for state administrators of occupational programs.

An Associate Professor at the University of Connecticut has conducted a state conference on women in the labor market; assigned three graduate students to study women's role in society; and written to the State Board of Education and the Program Review Committee regarding expanded educational opportunities for women.

The EPDA Coordinator at the University of Nevada is recruiting women to conduct research and development projects in occupational education.

As a student in a course on Women in the World of Work, a doctoral fellow at Oklahoma State University gave a presentation on "Attitudes Toward Women Who Work," which was shown on Frontier Cable television.

A doctoral fellow at the University of California in Los Angeles, serving as Membership Chairperson of Phi Delta Kappa, has recruited over 100 women members following the decision of that professional educational fraternity to admit women.

Higher Education

The Associate Dean, Central Connecticut State College, has conducted a careers seminar at West Virginia State College focusing on expanded opportunities for women, has served as co-chairperson for a Women's Center, and was a member of the Centennial Celebration for Mary McLeod Bethune, noted black educator.

A Vocational Planning Consultant at Bellevue Community College has planned women's programs as well as activities at the Women's Center for female faculty, students, and community women.

The Associate Director of the Business Research Bureau, University of South Dakota, has spoken on women in the world of work at

meetings of the State Advisory Council on Vocational Education and the State Board of Vocational Education, and has been involved in a research project dealing with women in the labor force.

An Administrative Assistant at the University of Massachusetts' Center for Occupational Education has engaged in the following activities on behalf of women: (1) assisted in the development of an affirmative action program involving changes in curriculum, counseling, placement, and extra-curricular activities at the Middlesex County vocational schools in New Jersey; (2) offered an undergraduate course on the historical development of women in the labor force, utilizing some diagnostic/prescriptive approaches to current issues of sex-role stereotyping; (3) prepared a dissertation proposal to explore attitudinal relationships between professional and non-professional working women; and (4) developed plans to work with female doctoral students on a simplified vocational referral service in conjunction with the university's counseling center.

Counselor Education

An Associate Dean of Students, Oregon State University, encouraged the Oregon Governor's Committee on the Status of Women to work with state departments of education to promote opportunities for female students and participated in legislative hearings to help draft equal rights legislation.

A Technical Coordinator at Chaffey Community College's Career Center has encouraged women to investigate nontraditional occupations and has been involved in planning a women's center at the college.

The Coordinator of Women's Programs, RPI Graduate Center, Hartford, Connecticut, organized workshops for guidance counselors and female students on nontraditional careers for women.

Public and Private Organizations

The Program Director, BLS and Associates, Inc., Washington, D. C., served as a trainer/facilitator at staff development seminars for elementary teachers and parent leadership training seminars devoted to eliminating sexism in curricula and counseling and pressured a local junior high school to allot a more equitable share of money, time, and school facilities to physical education programs for females.

The Director, Auerbach Service Bureau for Connecticut Organizations, is working with vocational educators and counselors to broaden their view of occupations for women.

The Director of Planning Services, Mott Foundation, organized a college seminar for 100 women educators; presented a program on equal opportunities for women at a workshop of the Michigan Association for Supervisors of Curriculum Development; is chairperson for a local drive to support a scholarship fund for women whose education has been interrupted; and has completed a research report on women in vocational education.

The Director of Education, Sunrise Hospital, Las Vegas, Nevada, promotes benefits for both men and women in the field of nursing.

Unions

The Director of Education and Women's Activities, International Union of Electrical, Radio and Machine Workers, Washington, D. C., has worked continuously with national and state groups for ratification of the Equal Rights Amendment; has spoken on equal rights at the AFL-CIO Labor Studies Center, Cornell and Rutgers Universities; and has participated actively at IUE Regional Women's Conferences.

The Executive Secretary-Treasurer of the Laundry and Drycleaning Union has advocated the need for day care centers, child care programs, and equal employment opportunity within the laundry and drycleaning industry.

Day Schools

A day school director and Director of the Texas Council on Childhood Education has worked at state and local levels to increase the availability of quality child care programs, through Child Care '76, a Bicentennial Commitment to America's Families sponsored by the Day Care and Child Development Council of America, Inc.

Media

The Editor of Update has published information on sex-role stereotyping and equal opportunities for women in the September and October issues of the magazine.

Another participant has written articles concerning women which were published in the October, 1973, issue of Phi Delta Kappan and the October, 1974, issue of Social Education.

Conclusion

The activities in which participants have been engaged since attending the Regional Seminar/Workshops are commendable and apparently rewarding. However, continued action is necessary if girls and women are to achieve equality in education and employment.

For example, relatively few vocational leaders at the state and local level have adopted policies designed to eliminate discrimination. It is also clear that direct action seems possible only at one's own professional level and within one's sphere of influence. Coordination and communication between and among administrative levels and all educational institutions are vital to a comprehensive resolve of the problem. Improved relations with industry also are sorely needed.

The Recommendations and Program for Action are intended as a guideline. They do not take into account all the practical constraints upon educators in various parts of the country. Nor do they address fully the sexist attitudes and practices existing in the home and elementary grades which restrict girls before they even enter the vocational education system. As participants have reaffirmed, simultaneous changes must occur in the home and community as well as business and industry if young women are to enjoy equal educational and employment opportunities. We must work together, as citizens, parents, and educators, to achieve this end nationwide.

The issue of women's equality is critical to the continued credibility of our social institutions as well as the general welfare of all young women and men, who deserve the freedom to choose their own paths toward self-fulfillment. Vocational educators finally have acquired the power and prestige to effect change. We cannot afford to delay, or abuse it.

If the Seminar/Workshops have created greater awareness and positive incentives, their objectives have been accomplished. The workshops, after all, are only the beginning, and their long-range impact will be impossible to measure. Although education is proverbially slow to change, it is anticipated that the initiatives taken by participants eventually will be reflected in new strategies, programs, and services that will better serve over half the student population.

APPENDIX A

PRESENTATIONS

LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN*

It has been said that the issue of women's rights is to the 1970's what the civil rights movement was to the 1960's. When we look at the status of the American working woman we can understand even more clearly why the movement for equality has gained such momentum in the past few years. There are more than 34 million women in the labor force today, constituting nearly two-fifths of the total U. S. work force. Yet, according to information from the Economic Report of the President, January, 1973, women were 73 percent of all clerical workers in 1970; 60 percent of all service workers; 40 percent of professional and technical workers; and 5 percent of workers listed as skilled craftsmen and foremen. In public elementary and secondary schools, women were less than 20 percent of the principals; superintendents; deputy, associate, and assistant superintendents; and other central office administrators in 1970-71. Among professional and technical workers in business, women are concentrated in the class B and class C computer programmer positions, while men are more frequently employed in the higher paying class A positions. In the service occupations, women are likely to be cooks, nurses' aides, and waitresses, while men are likely to be employed in higher paying jobs as bartenders, guards, custodians, firemen, policemen, and detectives.

According to Labor Department reports, between 1968 and 1970, women enlarged their share of professional and technical jobs by approximately one and one-half percent. Similar gains were reported in both wholesale sales and skilled craftsmen classifications. But, unfortunately, even these small gains have been partly wiped out by an increasing gap between the earnings of male and female workers. In 1971, a full-time working woman working year-round earned only 59 percent as much as her male counterpart. Fifteen years ago, she earned 64 percent of the male salary. Part of the source of the increasing differential was the relatively low rate of growth in the earnings of female clerical workers and female operatives who accounted for 32 percent and 14 percent, respectively, of all women workers in 1970. Again, according to the Economic Report of the President, a large differential also is evident when the comparison is restricted to men and women of the same age and education. Evidence shows that incomes of women do not increase with age in the same way as do men's. Thus, the differential widens with age through much of the working life.

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*Speech delivered by Mrs. Gloria T. Johnson, Director, Education and Women's Activities, International Union of Electrical, Radio and Machine Workers, Washington, D. C. at the Regional Seminar/Workshop on Women in the World of Work.

The introduction of a recent publication of the Equal Employment Opportunity Commission entitled, "Employment Profiles of Minorities and Women in SMSA's of 16 Large Cities, 1970," sums up the situation very clearly:

> Much has been written about the progress made by minorities and women during the sixties. It is hoped that the employment phase of this progress will be put in its proper perspective as the reader reviews the data included in this publication. One should be able to see that much of the progress so enthusiastically ascribed to minorities and women by some social scientists is either an overconcentration of both groups in industries in which the average wage rates are low or unemployment in those jobs which are low paying and offer little opportunity for advancement.
>
> While the percentage of total jobs held by minorities and women may give an indication of overall industrial exclusion, the percentage of jobs held within certain occupational groups reveals the type of discriminatory employment patterns which exist for minorities and women once they have succeeded in gaining entry into an industry. Particular attention should be directed to minority employment in white collar positions other than those in the office and clerical category and to their employment in blue collar craft positions. These data tend to show the exclusion of minorities and women from the higher paying, more responsible jobs.

Over the past ten years or so, several laws have been passed and Executive Orders issued to eliminate some of the sex-based discrimination found in employment.

First came the Equal Pay Act of 1963. Then Title VII of the Civil Rights Act of 1964 was passed. It was followed by Executive Order 11246 and its Amendment, Executive Order 11375. Then came the Age Discrimination Act of 1967. Most recently, there have been the Equal Employment Act of 1972, amending Title VII, and an Amendment to the Fair Labor Standards Act of 1938, broadening the kinds of employees covered by the Equal Pay Act.

The Equal Pay Act of 1963

For many years, efforts of women's organizations, unions, and other interested groups were directed toward getting a federal equal pay law on the books. It was not until 1963 that this was accomplished. As an amendment to the Fair Labor Standards Act, the Equal Pay Act prohibits discrimination based on sex in the payment of wages for equal work on jobs that require equal skill, effort, and responsibility and that are performed under similar working conditions. Its provisions apply to wages, in the sense of remuneration for employment, including overtime, and to the employer's contribution on behalf of his employees for most forms of fringe benefits.

The Act specifically prohibits an employer from reducing the wage rate of any employee in order to equalize rates between the sexes. It also prohibits any labor union from causing or attempting to cause an employer to discriminate against an employee in violation of the equal pay provisions. Not prohibited are wage differentials based on a seniority system, a merit system, a system which measures earnings by quantity or quality of production, or any other factor other than sex. Since the law went into effect in 1964, approximately $65.6 million for underpayments have been found due to about 142,600 employees, most of whom are women.

Under the Equal Pay Act, where litigation is involved, there are three methods authorized by law for the recovery of back wages. Initially, the Secretary of Labor may bring suit for back pay upon the written request of any employee. Or an employee may sue for back wages and an additional sum up to the amount of back pay as liquidated damages, plus attorney's fees and court costs. Finally, the Secretary of Labor may obtain an injunction to restrain any person for violating the law, including the unlawful holding of proper wages.

There are certain other features of the Equal Pay Act which merit some review. For example, where a nonwilliful violation of the Act is involved, a two-year statute of limitations applies to the recovery of back wages. On the other hand, if the violation is willful, the statute of limitations for such recovery is three years.

The Equal Pay Act is enforced under the procedures of the Fair Labor Standards Act. Under its provisions, the Department of Labor has the authority to make routine investigations of business establishments to ensure compliance, even if no specific complaint is filed. The strong enforcement procedures of the FLSA have been a very real advantage for the effective administration of the equal pay amendment.

The amendment also enjoys other advantages. For example, since its provisions are concerned solely with the questions of sex discrimination in employment, it does not have to compete for attention regarding its enforcement with measures against discrimination in employment on the basis of "race, color, religion, or national origin." Another advantage has been the fact that complaints under the Equal Pay Act are treated in strict confidence, and the name of an aggrieved worker need not be revealed unless court action ultimately becomes necessary.

A major advantage of the Equal Pay Act is that its complaint procedures are very informal. The Labor Department's Wage and Hour Division will investigate any institution or company on the basis of a letter or telephone call or anonymous tip. Since the law went into effect, 530 suits have been filed by the Department of Labor under the Equal Pay Act. The majority of those settled have been in favor of the Department of Labor. Of course, persuasion, mediation, and voluntary compliance are preferred to court suits. In fact, voluntary compliance has been obtained in about 95 percent of the Wage and Hour investigations.

Many of the Department's suits under the Equal Pay Act have gained considerable attention. Perhaps the most significant involved the Wheaton Glass Company of Millville, New Jersey. It was this case that made it clear that jobs need only be "substantially equal" to be compared under the Act. The courts have rejected many of the job differences offered as justification for unequal pay systems for men and women employees. The principle has been well established that differences in job content must be significant in terms of economic value, degree of additional skill, time, effort, and responsibility required in order to warrant a wage differential.

Until recently, executives, administrators, and professional employees had been exempt from the Fair Labor Standards Act coverage and, therefore, from equal pay coverage. However, the Education Amendments of 1972, signed into law on June 23, 1972, contained an amendment to the FLSA, which extended the Equal Pay Act to an estimated 15 million executive, administrative, and professional employees and outside sales people. Some of the examples of employees falling within these classifications are personnel directors, counselors, attorneys, physicians, engineers, pharmacists, chemists, technicians, programmers, systems analysts, editors, and writers. According to the Department of Labor, the new law could bring increased pay to thousands of employees in the newly covered groups. "The biggest issue in the next year will probably be in the educational institutions," suggested Carin A. Clauss, Associate Solicitor in the Department of Labor. "We know this is an area of mass violations."

The question of equal pay has been the subject of several recent studies. A prize-winning report by the University of Michigan's Institute for Social Research, "Sex Discrimination Against the American Working Women," insists that, if Americans truly practice their professed belief in equal pay for equal work, "the average working woman would be earning several thousand dollars more in salary than she currently is." The report found that "the average woman should have received 71 percent more than her current income to make her income equivalent to a man with the same scores on the achievement variables." One other finding from this study is rather surprising. Despite the substantial evidence of discrimination against women, working women did not see themselves as being discriminated against. Only about eight percent of the national sample believed they were discriminated against on their jobs!

Title VII of the Civil Rights Act of 1964

Some believe that the primary women's rights issue in the eyes of many of the 34 million working women is equal job opportunity--an equal opportunity to be hired, to be paid a comparable salary with male workers, and an equal opportunity to move into higher paying jobs. Many of the efforts to eliminate sex discrimination in employment have been made through Title VII of the Civil Rights Act of 1964. This Act, which is

administered by the U. S. Equal Employment Opportunity Commission (EEOC), "prohibits discrimination on the basis of race, color, religion, sex, or national origin" in all aspects of employment. It applies to employers of 15 or more employees, public and private employment agencies, labor unions, and labor-management apprenticeship programs. Discrimination is forbidden in hiring, firing, layoff, recall, recruitment, wages, and conditions of employment; promotional opportunities; assignment; vacation and overtime and any other terms or conditions or employment.

To carry out its responsibilities, the EEOC was given authority to receive and investigate charges and to engage in mediation and conciliation as a means of eliminating any discrimination that it found. In the event of failure in its conciliatory efforts, the Commission could only advise the aggrieved person of his right to take the matter to court. Broad patterns and practices of discrimination, which the Commission uncovered, could be referred to the Attorney General who had authority to file suit in the federal courts seeking relief.

Efforts in Congress to give the Commission cease and desist authority started early in 1965. It was not until March, 1972, however, that additional power was given to the Commission. At that time, the President signed the "Equal Employment Act of 1972," which amended Title VII. Under the amendments, the EEOC was given the power to institute lawsuits in the federal district courts. Under this power, the EEOC would be directly represented rather than being in the bystander position of a "friend of the court" in filing briefs. It is interesting to note that, since the Commission has been given its new power, it has filed a total of 143 lawsuits against employers and unions. According to William H. Brown, III, former Chairman of the EEOC, in his statement before the Joint Economic Committee:

> We expect there will be a substantial increase both in the number of lawsuits we will file, as well as in the number of charges to be filed with the Commission, in which discrimination because of sex will be alleged issues. We hope the increase in legal actions will cause many employers to re-examine their own equal employment opportunity profiles. We foresee that as employers become convinced that this agency means business, more cases will be settled out of court with increased benefits, resulting for victims of employment discrimination.

For almost two years, the EEOC has been developing a "tracking system" which sets priorities for selecting companies and unions for litigation in order to maximize its resources and impact. The system apparently is designed to break the log jam of back cases, which now total over 60,000, pending before the Commission. Under the new procedure, all charges are grouped into one of four "tracks." Tracks one and two represent large employers with either extensive national or regional operations, and tracks three and four comprise all other

respondents. To handle nationwide investigations against track one companies or unions, the Commission formed a National Programs Division in its Office of Compliance. The Commission's suit against A.T.&T. brought a settlement last January. A.T.&T. is a prototype track one company. (This settlement required the payment of $15 million in back wages to women and minorities and wage increases amounting to approximately $38 million a year more.) Recently, the Commission selected four major corporations and related unions as targets for wide-ranging job discrimination investigations. Charges were filed against General Electric Company, General Motors Corporation, Ford Motor Company, and Sears, Roebuck and Company. (The notice of a job discrimination charge is the first step under EEOC procedures.)

The Equal Employment Opportunity Act of 1972 brought about some additional changes:

1. The law now covers state and local government agencies and political subdivisions. Under the amendments, approximately 10.1 million persons employed by state and local government units will be covered. Where charges are filed with EEOC against city and state agencies, if litigation is necessary, it will be conducted by the Attorney General rather than the EEOC.

2. The amendments extended coverage to both public and private educational institutions. This will bring about 120,000 such insitutions under the law. Approximately 2.8 million teachers and professional staff and another 1.5 million non-professional staff members now are covered.

3. Charges now may be filed by women's rights organizations and others on behalf of aggrieved persons.

4. Employees of the federal government have been provided procedures offering greater protection from employment discrimination, under a separate provision of the law. The Civil Service Commission has been given increased authority in assuring equal employment opportunity in all aspects of federal employment.

In the area of administration and enforcement, the new law retains the general procedures scheme which enables the EEOC to process a charge of employment discrimination through the investigation and conciliation stages. As already mentioned, the law now authorizes EEOC, in cases where the respondent is not a government agency, to file a civil action against the the respondent in an appropriate federal district court.

If conciliation is not effective in correcting a discriminatory practice, EEOC or the Attorney General can bring civil suit against the employer, labor union, or employment agency. When a case in court is decided in favor of the aggrieved employee, the court may order all or any of the following:

1. Enjoin the respondent from engaging in such unlawful behavior;

2. Order affirmative action as may be appropriate;

3. Order reinstatement or hiring of employee(s) with or without back pay; and/or

4. Award back pay (no more than two years prior to the filing of a charge with the Commission).

In addition to its basic procedural regulations and rules, the EEOC has issued several sets of guidelines dealing with substantive matters of compliance. One set of these is of particular concern to working women: "Guidelines on Discrimination Because of Sex." Issued in April, 1972, they both enlarge upon previously issued guidelines and develop guidelines in areas not previously included.

The guidelines include the following:

1. Hiring based on stereotyped characterization of the sexes, classifications of labeling of "men's jobs" and "women's jobs," or advertising under male and female headings is barred under the new guidelines.

2. Protective state labor laws and regulations are in conflict with and are superseded by Title VII of the Civil Rights Act of 1964.

3. Where state laws require minimum wage and overtime payment for women only, employers may not refuse to hire female applicants to avoid this payment, but must provide the same benefits to male employees.

   Similar provisions apply to rest, real periods and physical facilities.

4. Employers may not discriminate with regard to any fringe benefits such as medical, hospital, life insurance, and retirement plans. Differences in cost of these fringes shall not be a defense to a charge of sex discrimination under Title VII.

5. The revised guidelines prohibit excluding from employment an applicant or employee because of pregnancy. They state, among other things, that disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and should be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment. Accrual of seniority,

> reinstatement, and payment under such insurance or plan therefore, should be applied to disability due to pregnancy or childbirth as to other temporary disabilities.

It is perhaps this last point that has caused the greatest amount of reaction. Traditionally, pregnant women had been forced to leave their employment for prescribed periods of time, regardless of their physical condition and ability to work. Women have been denied temporary leaves of absence designed for illness and accidents when the leave is for childbirth. In many instances, they have been required to notify their employers within a certain period of time of their pregnancy. Often, they have not been guaranteed either job reinstatement or retention of accrued seniority rights. But now, federal guidelines and several court cases are changing this. A large number of these lawsuits are appearing on behalf of female teachers. Just to cite a couple of examples: In Bravo v. Board of Education of City of Chicago, 4 FEP cases 994 998 (U.S. D.C. N.D. Ill. July 7, 1972) the court, in describing the order to be entered against the Chicago School Board, stated:

> For the purposes of sick pay, seniority and placement of returning teachers on transfer lists, the Board will be further directed to treat maternity leaves as leave due to illness.

The Sixth Circuit (Cincinnati) in LaFleur v. Cleveland Board of Education 4 FEP cases 1070 (July 28, 1972) held that a teacher has the constitutional right to continue to teach classes during pregnancy as long as it is medically determined that she is able and to return to teaching as soon after childbirth as she has recovered and is able to return.

Executive Order 11246

Effective September 24, 1965, Executive Order 11246 required that all government contracts include provisions that the contractor will not discriminate against any employee or applicant for employment because of race, color, religion, or national origin. Sex was added by Executive Order 11375. Under E.O. 11375 and E.O. 11246, every institution which is awarded a federal contract of $10,000 or more must agree not to discriminate against an employee or job applicant on the basis of race, sex, religion, color, or national origin. Each contractor employing more than 50 persons and whose contracts total $50,000 must have a written affirmative action program on file. Suspension or cancellation of a contract can occur after noncompliance. Contract compliance staff seek compliance via mediation and persuasion.

The Department of Labor has policy and administrative responsibility for enforcing these orders and has issued regulations and guidelines for contracts. The Department's Office of Federal Contract

Compliance has assigned monitoring and investigating responsibility to 15 other federal agencies that grant government contracts.

In February, 1970, the Secretary of Labor and the Director of the Office of Federal Contract Compliance issued Order No. 4, which specified in great detail exactly what federal contractors were required to include in their affirmative action programs. At that time, the Order did not apply to women. In fact, it was not until December 4, 1974, that OFCC revised Order No. 4 so that it also required affirmative action goals and timetables for increasing the representation of women in job categories in which they were currently underrepresented.

This Order contains many sections and subsections. The following deserve special attention:

1. A federal contractor or subcontractor is subject to having his contract cancelled and being debarred from future contracts unless he develops an acceptable affirmative action program for recruiting and utilizing women "at all levels and in all segments of his work force where deficiencies exist."

2. The contractor is required to give special attention to setting goals for utilizing women as "officials and managers, professionals, technicians, sales workers, and craftsmen."

3. The contractor is guilty of underutilization, if he has "Fewer minorities or women in a particular job classification than would reasonably be expected by their availability."

4. Revised Order No. 4 requires that the contractor "establish and set forth specific goals and timetables separately for minorities and women." It has several references to the contractor's duty to involve the union in its program.

5. Revised Order No. 4 specifically provides that the contractor shall "encourage child care programs appropriately designed to improve the employment opportunities for minorities and women."

6. The contractor is also required to give minority and female employees equal opportunities for promotion.

In order to upgrade qualified minority or female employees, the contractor is required to take appropriate measures, such as the following:

1. Initiate necessary remedial job training and work study programs; and

2. Establish formal career counseling programs to include attitude development, education aid, job rotation, buddy system, and similar programs.

Recently, the OFCC has been under heavy criticism for not using its means to the fullest extent to eliminate discrimination. There has been criticism that each agency has developed its own procedures for reviewing contractors covered by Revised Order No. 4. The new Director of OFCC, however, has committed this agency to doing a more thorough job. For example, he wants to see eliminated cases where a company is recieving government contracts and at the same time is in violation of Title VII of the Civil Rights Act. Also, he has promised that any affirmative action program that does not address itself to sex discrimination will not be found in compliance. In addition, the Secretary of Labor has issued a memorandum which requires all compliance agencies to follow standardized evaluation procedures for reviewing contractors covered by Revised Order No. 4.

Education Amendment of 1972

Reference already has been made to that section of the Act which extends equal pay to executive and administrative employees. But the Higher Education Act of 1972 covers other areas of significance to women. One of these prohibits sex discrimination in all federally assisted education programs.

Title IX of the Higher Education Act states:

> No persons in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of or be subjected to discrimination under any education program or excluded from actively receiving federal financial assistance.

This applies to public or private pre-school, elementary or secondary schools, and institutions of vocational, professional, and higher education. Exempt are certain institutions controlled by religious organizations as well as training individuals for the United States military service or the merchant marine. With regard to admissions, the anti-discrimination provision applies only to public vocational, professional, and graduate schools as well as public undergraduate colleges and universities, except those that traditionally have had a policy of admitting only students of one sex. Private undergraduate schools are not covered.

It should be noted that an institution may be exempt from the provisions relating to admissions, but still be subject to other prohibitions regarding sex discrimination. These provisions apply one year from date of enactment, except that schools in the process of transition to coeducation, under a plan approved by the Commissioner of Education, have six years from the date of enactment or seven years from the beginning of the process, whichever is later.

For the first time, the Department of Health, Education and Welfare has been empowered to regulate the admissions, student assignment, and faculty employment practices of most institutions of higher education on penalty of a cutoff of federal funds. The new measure also appears to tighten HEW control over student aid, which had traditionally been administered by the colleges and universities. A large federal scholarship program, "the Basic Opportunity Grant," which gives needy students up to $1,400 a year, will be run by HEW's Office of Education, not by the schools.

Many feel that the greatest impact of the new law will be on professional schools such as medical, nursing, and law. Statistics show that not only are fewer women attending graduate schools than men, but also proportionately fewer women applicants are accepted. According to an HEW official, quoted in the Wall Street Journal, "One of the underlying thrusts of the legislation is in terms of providing women increased access to the job market and enabling them to compete on an equal basis with men."

There are several other laws affecting the education and employment of women. One of these is the Age Discrimination in Employment Act of 1967 which provides for the employment of the older worker, based on ability in employment. It protects individuals 40 to 65 years old from age discrimination by employers in an industry affecting interstate commerce, employment agencies serving such employers, and labor organizations with members in an industry affecting interstate commerce.

Although the laws and orders discussed have been effective to some degree in alleviating discrimination, there remain deep-rooted biases that have to be eliminated. The "caste" structure, which puts women in certain jobs because they are women and which keeps them there for the same reason, has to be discarded. As stated in a recent report of the Carnegie Commission on Higher Education, the remedy is nothing less than the removal of "all improper barriers to the advancement of women; an active search for their talent; and a special consideration of their problems and for their contributions." Perhaps if all public and private concerns began to view hiring, promotion, and upgrading of women as an opportunity to draw from the underutilized, but extremely qualified labor pool, then even greater progress will be realized in the education and employment of women.

THE COMPOSITION OF THE NATION'S LABOR FORCE*

The underutilization of women in the work force today is a serious waste of human resources. It is a waste that the country cannot afford. We need to use wisely all the natural and human resources available to us to provide the goods and services needed in a growing economy and to assure that our nation will remain great and strong.

Women Workers in the Past

Women in this country have always worked. In an agricultural economy, they worked in the fields alongside their husbands. At the same time, the produced the food and clothing needed by the family. When production of needed goods moved to the factories, women went along to do the spinning and weaving and to operate the sewing machines. They have been the nurses and teachers in this country for more than a century.

During the First World War, they moved into the munitions and armament factories. During World War II, they again served their country by working in factories and in heavy industries such as shipbuilding. In the 1940's, 1950's and 1960's, scientific and technological advances, which have eased and lightened household chores, freed many women for work outside the home. In fact, women have been responsible for the major share of the growth of the labor force since 1940. In the last decade alone, women accounted for three-fifths of the increase.

At the same time, there has been a demand for their services. In a dynamic economy, the growth of new industries as well as expanded activities in the health field, data processing, and state and local governments have opened new doors for women in business, the professions, and the production of goods and services. Many families have found that with two earners they have the means for escaping poverty or for providing necessary medical care, higher education for children, paid care for the elderly, and numerous other needed services. Of all husband-wife families in 1970, only four percent had incomes below $4,000 when the wife was in the labor force. In contrast, 14 percent had incomes below the poverty line when the wife did not work.

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*Speech delivered by Mrs. Madeline H. Mixer, Regional Director, Women's Bureau, Employment Standards Administration, U. S. Department of Labor, San Francisco, California, at the Regional Seminar/Workshop on Women in the World of Work.

Women in the Labor Force Today

Women in the labor force today number more than 34 million and account for 39 percent of all workers. Of all women in the population of the usual working age (i.e., 18 to 64 years of age), half are working. The likelihood of being a worker is even greater for women in minority races. (This is a statistical term which lumps together blacks, American Indians, Orientals and Eskimos. It does not include many Spanish-speaking Americans who are classified by Census definitions as white.) Their participation rate is 58 percent.

Women suffer higher rates of unemployment than do men. The August, 1973, rates--seasonally adjusted--show that adult women 20 years of age and over had an unemployment rate of 4.9 compared to 3.1 for adult men. This does not take into account those women who are no longer actively seeking work because they think that no employer will hire them. The latest report on discouraged workers showed that seven out of ten were women!

Most women workers (six out of ten) are married and living with their husbands. The rest of the female labor force is about equallly divided between single women and those who are widowed, divorced, or separated, and their average age is 39 years. In 1920, when the Women's Bureau came into existence, only about one out of five workers was a woman, and she was, on the average, single and 28 years of age.

More than two out of three women workers today have at least a high school education; one out of ten is a college graduate. In fact, women workers are equally qualified with men workers in educational attainment. Despite this educational equality, fully employed women continue to earn less than fully employed men. The median earnings of women are only 59 percent of that of men. White men have the highest wage or salary income, $9,801. They are followed by minority men, $6,928; white women, $5,749; and minority women, $5,181.

Why? Because women are concentrated in low-paying occupations. They are the clerical workers rather than the craftsmen, such as carpenters or plumbers; they are the teachers and nurses rather than the engineers and doctors. Moreover, women in other major occupational groups, which offer good salaries, are concentrated in the least-paying jobs. Women sell hosiery and gloves at the minimum wage rates, while men sell automobiles, television sets, refrigerators, and stoves (with commissions included). In addition, women are frequently underutilized in relation to their educational attainment; 19 percent of working women with four years of college are doing clerical, semi-skilled, or unskilled jobs. Seven percent of women with five or more years of college are doing the same. Admittedly, part of this underutilization is due to choice. Women who have children sometimes accept jobs not commensurate with their education and training in order to work close to home or to avoid hours in transit to the work place and back. But this does not account for all of the underutilization of educated women's talents.

There are laws, in both the private and the public sector, which state there shall be no discrimination on the basis of sex. Why, then do we have this woeful underutilization of women workers? Why are women's earnings only 59 percent of men's on the average? Part of it is due to what has been considered the proper feminine role in society. Girls are trained from childhood to be helpless, subservient, and interested in feminine activities. They are given dolls and nurse's outfits as toys; boys are given trains, cars, and doctor's outfits. When girls enter junior high and high school, they are counseled to focus on English, literature, and foreign languages and avoid mathematics and the sciences. They are advised to become teachers and nurses, but not doctors and engineers. Yet a recent study, conducted by the Johnson O'Connor Research Foundation of the Human Engineering Laboratory, Los Angeles, California, showed that of the 22 aptitude and knowledge areas they measured, there is no sex difference in 14 areas; women excel in six areas; and men excel in two. Women excelled in finger dexterity; graphoria (accounting aptitude); ideaphoria (persuasion and verbal fluency); observation; silograms (ability to form associations between known and unknown words); and abstract visualization (absence of structure). Men excelled in grip and structural visualization (typified by rapid assembly of three-dimensional puzzles).

This does not mean that all women have all of these aptitudes and that all men do not. There are women who tinker with automobiles and men who are excellent nurses. However, in vocational education, few girls enroll in shop and few boys study home economics, although recently there has been some progress in this area. According to the latest published figures on public vocational enrollments in secondary, postsecondary, adult, and special needs programs, women comprised 92 percent of those enrolled in health occupation courses, 78 percent of those studying office occupations, and only 11 percent of those enrolled in trade and industrial courses. And yet, projections made by the Bureau of Labor Statistics, U. S. Department of Labor, show that eight out of ten of the employment opportunities in the 1970's will be open to people with less than a college education.

On the employment side, many employers in both the private and public sector operate on the basis of attitudes or assumptions which are woefully out of date and old fashioned.

Myths about Women Workers

One familiar myth is that women take jobs away from men, and they ought to quit those jobs they now hold. But in fact, in August, 1973, there were over 32.4 million employed women. The number of unemployed men was 2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be over 30 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers and nurses.

A second myth is that "a woman's place is in the home." This myth dates back to great-grandmother's or great-great-grandmother's time when a woman's place really was in the home. What with spinning, sewing, gardening, cooking, canning, churning, and cleaning without today's labor-saving devices and modern food processes, how could she get out? Now a woman no longer has to choose between a career and a home. Many women can do both, and many do. Some prefer to stay home as long as they have pre-school-age children, or longer, but even the woman who takes time out to raise a family has a good many productive years to devote to a job. Figures show that the average work life expectancy of a 35-year-old married woman in the labor force is 24 years. For the woman who never marries, it is 45 years.

A third myth is that "women work for pin money." To put it another way, women are secondary wage earners. This myth assumes that every woman has a husband to support her and that his income is adequate. The facts present a far different picture. Of the nearly 52 million families in the U. S. today, about one out of nine is headed by a woman. More than half of these women heads of families are in the labor force. Yet, in 1972, families headed by a woman comprised 43 percent of all low-income families. Sixty-four percent of low-income black families were headed by women.

Why Women Work

Women work out of economic need! Of the 31.7 million women in the work force in 1971, more than six out of ten were single, widowed, divorced, separated, or married to a man with income of less than $7,000 a year. In short women need to work.

The concept of equal opportunity for women, whether in education or employment, means regarding people as individuals, not stereotypes based on outmoded myths. It means an end to selling ourselves short in the way we develop and use human resources. In education, we need to expose girls as well as boys to all the occupational options open to them and not by purpose or by default direct their education toward careers in the usual female occupations. The concept of career education, initiated by Sidney Marland, Jr., would expose both girls and boys to the world of work early and, thus, make an important contribution to their later lives. Whether they know it or not, nine out of ten girls will work at some time in their lives.

In the employment field, making the concept of equal opportunity for women a reality requires personnel assigned to this task full time with positive backing and authority to carry out a program. It requires accumulating the necessary information to assess where we are and how to measure progress. Strategies must be devised to change attitudes of supervisors up and down the line. It requires recruitment of women as well as men and hiring on the basis of qualifications for the job--and remembering there really aren't women's jobs and men's jobs. Women

must have access to training programs. Qualified people must also have avenues to move up from clerical to professional jobs. Promotions must be made on the basis of ability fairly evaluated.

Forecast for the Future

The future would be a lot easier if we could forecast with real certainty exactly what the economy and job demands would be when we are ready to join the world of work. We could then plan our futures by computer, take all the right subjects, and sail smoothly through college and into a career. But life's not like that. It's too fast-paced and too full of change to be predictable.

Although we cannot foretell the future with absolute accuracy, we can study the trends. On this basis, it appears that the decade of the 70's will be characterized by strong economic growth. This means the labor force--those who are working and those seeking work--also will increase. Growth of the economy and the labor force will help meet some important national needs:

- higher living standards, particularly for the disadvantaged

- better education, health, and housing

- urban rebuilding, improved transportation, and crime reduction

- improved environmental quality

In the light of these needs and the types of jobs that will develop out of them, we no longer can assume that the world's work can be divided into men's jobs and women's jobs. In some occupations, the demand for workers will be so great that women as well as men will be welcomed. In other occupations, those in which women have traditionally sought employment, the demands may diminish drastically, and women will have to look elsewhere. A case in point is teaching. Bureau of Labor Statistics projections indicate that the number of persons trained as elementary and secondary school teachers in the 1970's could exceed the demand by nearly three-fourths. The exception is teaching in specialized fields--early childhood development, remedial education, programs for the handicapped or underprivileged. Women may have better chances of success in some of the new and developing occupations which have not been stereotyped as men's jobs. Data processing, city planning, and environmental control are examples. The Labor Department predicts that the number of workers in some professional occupations will more than double by 1980. Marketing researchers, employment counselors, occupational therapists, physical therapists, programmers, systems analysts, and urban planners are only a few examples, but they indicate some of the directions in which we must expand career interests.

Prospects are excellent for jobs in the technical fields which require some type of postsecondary school training, but less than a bachelor's degree. As mentioned previously, eight out of ten jobs to be filled during the 1970's will not require a college degree. Demands will be strong for engineering and science technicians, food processing technicians, and draftsmen. With an increasing demand for more and better health care on the part of citizens throughout the nation, many workers will be needed in the usual technical jobs in the health field such as:

Dental hygienists
Dental assistants
Radiological technologists
Medical laboratory technicians
Medical laboratory assistants
Medical assistants (physician's office)

In addition, there will be demand for workers in some of the new and developing technical health occupations. These include the following:

Surgical technicians
Inhalation therapists
Occupational therapy assistants
Physical therapy assistants
Optometric assistants
Electroencephalographic (EEG) technicians

Solutions to problems related to air, soil, and water pollution will be the responsibility of environmental and other natural scientists and technicians. Environmental technicians will be in demand for work related to radiation protection, pesticides, rodent control, and industrial hygiene. In addition, technicians will be needed to operate, maintain, and repair equipment used in water pollution control studies.

The outlook for workers in the skilled trades and apprentice-type jobs is very good. This is also an area in which women are greatly underrepresented. Although women are 39 percent of all workers, they comprise only three percent of the craftsmen and foremen. Yet, many women have the necessary aptitudes and potential skills. Because strength is becoming less of a factor for many skilled jobs and because of relatively higher earnings, women are becoming more interested in craft jobs. Moving more women into apprenticeships or into apprentice-type jobs has been a goal of the Women's Bureau for the last several years. Over the last year and a half, the Manpower Administration has been funding a special project called "Better Jobs for Women" in Denver, Colorado, which has as its purpose the development of apprenticeship or apprentice-type jobs for women, especially blacks and Spanish-speakers. The project has been successful. According to the latest report, women have been placed successfully in the following kinds of nontraditional positions:

Carpenter apprentice
Plumber apprentice

Operating engineer apprentice
Tool and die making apprentice
Cabinet maker trainee
Phone installer

Some of the skilled occupations in which a rapid employment increase is expected include the following:

Air-conditioning, refrigeration, and heating mechanic
Aircraft mechanic
Television and radio service technician
Automobile and motorcycle mechanic
Truck and bus mechanic
Business machine serviceman
Electrician (construction)
Household appliance serviceman
Instrument maker--mechanical
Instrument repairman
Operating engineer (construction machinery operator)
Plumber and pipefitter

In the clerical field, the demand for secretaries, typists, and stenographers will continue. The demand for electronic computer operators, a high paying clerical occupation, is expected to more than double in the 70's. Other clerical occupations with a favorable outlook include the following:

Library technician
Claims adjuster
Traffic agent and clerk (civil aviation)
Cashier

Some of the more favorable prospects in service work are for airline stewardesses and stewards, police officers, and cosmetologists. Demands will be strong during the 70's for licensed practical nurses and hospital attendants. The Bureau foresees more openings for women as police officers and custodial personnel in correctional institutions now that coverage under Title VII of the Civil Rights Act of 1964 has been extended to state and local governments. In fact, the Police Foundation reports that it is receiving at least 15 calls a week from Police Departments throughout the country asking how they can find and recruit women for their staff.

The jobs will be there in the 70's. With the help of vocational educators and guidance counselors, it is hoped that girls and women will take the necessary courses and training to qualify. Will this be all that is necessary? Not at all. Women will be subjected to pressures from many sources--people and institutions holding limiting expectations and concepts of women's role. Not all employers are enlightened. Not all school boards put the same value on a woman teacher as a male teacher. And a horde of relatives and friends is apt to descend, protesting, on the young wife who decides she wants a career as well as, or instead of, a family. These pressures are not very different from

those women felt in the past decade or so. But today, a woman's chances--if she resists--are much better. If an employer says, "no women need apply," of if he sets up discriminatory criteria for employment, a woman can charge him with sex discrimination and file her complaint with the Equal Employment Opportunity Commission or the Office of Federal Contract Compliance in the Department of Labor. For example, the EEOC has filed a complaint against an interstate bus company because it requires its bus drivers to have a high school diploma and to be six feet tall and to weigh 165 to 250 pounds.

If a woman is refused admission to a graduate school simply because she is a woman, she can point out that any federal grants or contracts the school might enjoy are jeopardized by admission practices. In the matter of home versus career, today's woman finds, for every voice raised in support of the contention that a woman's place is in the home, a score of other voices insisting that she have freedom of choice. In the long run, we can look forward to further gains for women in the decade of the 70's, if women really want them--if they will prepare themselves for jobs that use their full capabilities, if they will insist on their rights under the anti-discrimination laws, and if they will demonstrate their capabilities and their interests by assuming the responsibilities that go along with rights.

WOMEN IN THE WORLD OF WORK*

With the 1970 Census showing that women are 53 percent of the American population, a dialogue on Women in the World of Work seems academic. Yet, there are those who, even at this late date, doubt the need for this dialogue. This shift from a nation dependent on a male population to one which now has a preponderance of females means we will have to change much of our thinking on jobs, education, family life, and our nation's life style in general. By 1980--as this nation moves toward a predicted two trillion dollar economy--and we work ourselves out of the current economic slump--the total impact of this shift in population will become fully apparent. In the meantime, men and women in education, industry, the social sciences, the labor movement, government and politics will have to acknowledge the emerging role of women in the world of work. We will have to adopt a realistic rationale to develop all our human resources if we are to have the kind of work force needed to sustain an expanding economy.

The decade of the 70's is one of challenge and change for women. Since the Civil Rights Act was amended to include a prohibition against discrimination because of sex, much progress has been made in developing new opportunities for women. This, coupled with a growing realization by industry that there will not be enough men to meet their needs, gives rise to new hopes for women in the world of work. The 28th Annual Endicott Report on National Employment, published earlier this year, shows that women college graduates can expect to find substantially more jobs open to them in business and industry this year. Of 196 major employers surveyed by Dr. Frank Endicott of Northwestern University, 140 indicated that they plan to hire 3,068 college women in 1974 as compared to 1,998 in 1973. Although this study covers only a fraction of American industry, the 54 percent increase, if carried across the board, should mean extraordinary opportunities for college women.

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*Speech delivered by Roman C. Pucinski, Alderman, Chicago City Council, Former Congressman, Eleventh Congressional District, Illinois, at the National Invitational Seminar/Workshop on Women in the World of Work.

Perhaps equally important in the Endicott study is the indication that, in 1974, employment of women graduates will equal 24 percent of the number of men graduates hired. Five years ago, in 1969, employment of women graduates was only 11 percent of that of men and 10 years ago in 1964 only 7 percent. Job distribution by those surveyed also shows a dramatic change in new horizons for women. These 196 companies hope to be able to hire 580 women in general business; 353 in accounting; 328 in liberal arts; 231 in data processing and mathematics; 187 in engineering; 146 in marketing and retailing; 74 in science; and 146 in "other fields." Multiply these figures against all of American industry and you sense the growth of opportunities for women. And the pay gap is narrowing. Average starting salaries for women range from a high of $952 per month in engineering to a low of $752 per month for liberal arts graduates. In most fields, these salaries compare well with mens' salaries in 1974. Entry-level monthly salaries for men range from $963 in engineering to $741 in liberal arts.

Last year's survey indicated the major problems companies encounter in hiring women: insufficient numbers in needed fields--especially in engineering; strong geographical preferences; and lack of interest in the type or size of the hiring company. This year, respondents were asked what companies should do to increase employment of college women. Of the 163 companies giving suggestions, the largest number, 65, said companies must open more jobs to women, hire on the basis of qualifications only, and promote women more rapidly. This is evidence of a new awareness by industry that women, too, must be promoted. More than 60 companies stressed closer contact with colleges, through campus career conferences, and with high schools. This, too, is significant. For the first time, industry is looking to the high school level to start recruiting and developing needed woman talent.

The study clearly shows that business and engineering schools are much more willing to accept women than previously, and companies have been hiring all the women they can get with the qualifications they seek. The burden is now shifting to teachers and counselors to meet the needs. While job opportunities and the pay gap seem to be closing between men and women college grads, this is not necessarily true in the rest of the labor market--where women continue to suffer substantial discrimination both in job assignment and in wages. Women entering the work force are exceeding male workers by substantial numbers. The increase of men in the labor force went from 43.6 million in 1953 to 54 million in 1973. The increase of women in the labor force jumped by 15 million in the same period for a total of 34.6 million women workers in 1973 as compared to only 19.4 million in 1953. Today, women constitute 40 percent of the entire work force in America as compared to 31 percent in 1953. At this rate, we can expect women to outnumber men in the U. S. labor force by 1990.

Yet, while women are growing in numbers they are failing in pay. For every dollar a male worker earns, a working woman on the average earns only 59 cents--down from 64 cents in 1957, according to U. S. Census figures. The increase of women in the work force has raised

complex problems. We cannot solve these problems by reaffirming the old bromide that "a woman's place is in the home." Industry will tell you: without her, we cannot survive! Industry needs these women--and will need them even more as the gap between men and women in America's population continues to grow.

Equally important, women, both single and married, need the jobs, and they are entering the labor force in droves. Belief that the big increase in women in the work force is an offshoot of the women's rights movement is belied by statistics. Nor are they working for "mad money." Necessity is the chief reason. Nearly two thirds of all women workers are single, divorced, wodowed, or have husbands earning less than $7,000 per year. Leaping inflation has forced women to become co-breadwinners if the family is to survive.

But while industry needs women and women need jobs for survival, opportunities for better paying jobs continue to elude women more than men. And women continue to be more vulnerable to unemployment. In our present slump, unemployment for females is 48 percent higher than that for males. This tragic discrimination exists because our educational system--and society as a whole--has failed to recognize women's potential. The Carnegie Commission on Higher Education recently described women as "the largest unused supply of superior intelligence in the United States." Unfortunately, by the time women reach working age they have lost confidence in their abilities.

A Task Force Report on "The Potential of Girls" prepared by the National Organization of Women gives us some shocking findings on the genesis of these negative attitudes which eventually lead to job discrimination. The Report showed:

1. As girls progress through school, their opinions of boys become higher and correspondingly, their opinions of girls become lower. Girls gradually learn that boys are worth more. This pattern follows the girl into the world of work.

2. Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work.

3. Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates did not approve of intellect in women. When they finally do discover they must get a job, they are qualified only for the lowest entry-level jobs.

4. Of the brightest high school graduates who do not go on to college, 75-90 percent are women.

5. The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity.

These attitudes are no accident. For years our entire educational system has been a put down for young women interested in developing careers. It took the home economics teacher to show the rest of our educational community how young women were being short-changed, and it took curriculum development to show women are equal to men in job performance. Still, a recent complaint filed with HEW charges that most schools are giving girls a very poor self image--they are pictured in most textbooks as passive, dependent, and meek. While most math books portray boys as the biggest, tallest, the smartest, and the most innovative, girls customarily are pictured watching on the sidelines. "By the time a girl reaches high school she believes that it's her job to watch boys doing everything. She has little desire to reach out." The complaint charges that most science textbooks show girls doing such domestic experiments as pulling the plug in the sink and watching the water go down, turning on the stove burner and taking out the ice cubes from the refrigerator.

All of this may explain why women continue to suffer curtailment of job opportunities in higher paying categories. The U. S. Labor Department's latest figures show that women comprise 98 percent of all private household workers, 76 percent of all clerical workers, 63 percent of all service workers, and 39 percent of all factory workers, but hold only 18 percent of managerial positions and only 4 percent of supervisory jobs in the skilled crafts.

But there is hope. The Fair Employment Practices Commission has laid down some strict rules on job discrimination against women. You need no longer prove an employer has antagonism toward women workers or discriminates in pay. You need only prove that a "pattern of practice" exists--that male workers receive more pay for the same work than women, or that only men are being hired, despite applications from qualified women. "Pattern of practice" is a meaningful formula. Enforcement of this rule, along with more meaningful training opportunities for young women, should close the career gap between male and female workers.

Industry must be sensitive to these changes. For it is in their best interests to prepare women for skilled jobs to meet the needs of an advanced technological society. Government, too, must be sensitive to discrimination which now exists toward career women in the Civil Service. Perhaps no more foolish rule was ever passed by Congress than the Whitten Amendment, which prohibits a career employee from being promoted more than one grade at a time. Because women historically have had the lower-paying jobs in government, they are barred from being promoted into higher slots--even if they are the most qualified.

Along with emerging occupational needs, alternative life styles and the changing concept of the family are creating new problems. One of the newest problems is that of the "run-away-mother." Ten years ago, there were 300 run-away-fathers for every one run-away-mother. But in 1973, the best statistics available indicate there were only 14 more fathers who abandoned their children than there were

run-away-mothers in the entire nation. In other words, child abandonment now is as prevalent among mothers as among fathers, and the nation is faced with an unprecedented crisis.

Can we really talk about women and the world of work unless we see the whole picture, the pluses and the minuses? I spoke of the changing work force and run-away-mothers as a minus, but we also have a plus. Men are assuming more responsibilities for domestic chores. Until recently, a woman has had to clean house, cook dinner, and tend the children, even when she has a job. There has been no legal recognition of a father's responsibilities during childbirth, but now, employees of the U. S. Labor Department have collective bargaining agreements which allow a father to take up to 30 days annual leave--if he has such time coming--or 30 days leave without pay, to meet his family responsibilities while his wife is having a baby. This is a significant change in attitude toward sharing responsibility.

Women too long have been deprived of their full rights to develop their potential. The history of American women is a regrettable example of tradition and prejudice. A young girl's toys, storybooks, games, and treatment by adults in her life tend to lead her toward passivity and away from success in education and employment. We have made woman a sex object; we have made her an earth mother; we have made her a helpmate. While we treated her as a sex object, we criticized her for "not having a brain." While we made her an earth mother, we castigated her for "not caring about the real world--the business world." And while we made her a helpmate, forcing her to sublimate her goals for ours, we all too often abandoned her, once we got to where we were going, because "suddenly she wasn't vital, dynamic, or interesting anymore."

There is nothing wrong with attractiveness in the female--or in the male. There is nothing wrong with being supportive, helpful, kind, and gentle. Men should have these characteristics. There is nothing wrong with being ambitious, strong, assertive, objective. They are good qualities for women to have. Old sexual stereotypes must go. These stereotypes are going. They are going as we become increasingly aware of the ways in which we have in our homes, in our schools, and in the world of work limited women--and men--in achieving their fullest development as persons. We must help expand the vocational self-concept of young persons. We must help expand the vocational self-concept of young girls. Toys, textbooks, and classroom experiences must be oriented toward this goal. Parent education also will be useful. We must increase opportunities for occupational preparation of women in a wide variety of fields. We must encourage and recruit women to take advantage of expanded opportunities. We must see that women are given full opportunity in the world of work for roles and responsibilities commensurate with their talents, training, and experiences. And we will have to minimize the requirements of experience in some occupational situations until such time as the old stereotypes are overcome. In certain areas, we have not considered some of the experiences that might have made advancement possible.

We men must let women know that we appreciate their expanding involvement in many fields of endeavor. Sex must not be an impediment to human development. It will be a better world for all of us when both boys and girls are free to grow, learn, develop, and become all that they are capable of becoming. If this nation is to continue to prosper, educators must create an atmosphere of dignity and equality in which our young women and men can achieve their fullest potential.

SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?*

> We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
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> -T. S. Eliot

Equality for women, like equality for minorities and the poor in our society, has not existed in either education or employment. Should women have equal education and employment opportunities? No! Ours has been and is a sexist, racist, classist society. To strive for equal education and employment opportunities without considering the total character of the society that perpetuates this condition is to mistake the issue and limit the accomplishment of even these moderate goals. For this reason, we must pose the larger question of whether we really want to share equally in a sexist, racist, classist, materialistic, amoral society.

As a black viewing the struggles of the past 13 generations, it has become clear to me that to deal only with education and employment is to fragment what is the much larger issue--the dignity and worth of the individual, coupled with self-fulfillment and expression. Much of the struggle for blacks has been like flailing at windmills without ever getting to the root causes, and, as a consequence, we have precious little to show for the effort in the total scheme of society. Until we reorder the values of this culture, we are dealing only with symptoms, not causes. Are we, as women and educators, willing to settle for the goal of equal education and employment opportunities? Do we want to share equally in a corrupt society?

Our nation's founding documents resound with ideals to "promote the general welfere," to "assure domestic tranquility," to guarantee "liberty, equality and fraternity," and to institute governments "of, by, and for the people," with "liberty and justice for all." Yet, we are still struggling to actualize these for large segments of our society. Our original beliefs have been suspended, and it is both natural and commonplace to regard women, low-income persons, and minorities with less value than men, the affluent, racial and cultural majorities.

We must be fully cognizant of the mutuality among the triumvirate of sex, color, and class in order to put into perspective the deeper ramifications of the women's rights issue. We are all products, indeed

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* Speech delivered by Mrs. Barbara Lett Simmons, President, BLS and Associates, Inc., Washington, D. C., at the Regional Seminar/ Workshop on Women in the World of Work.

victims, of our acculturation process. We have been conditioned by the home; the school; church; government (federal, state, and local); communities; communications media; social, civic, professional, and fraternal organizations and affiliations, to name but a few. All these social institutions have contributed to what we think, feel, and believe. Our heritage from Western culture and civilization is imbedded in the mores and values which have been passed on to us. It is the transmission if these that shapes our ideas and notions, our definition of success, what is right and wrong, acceptable and unacceptable, appropriate and inappropriate behavior.

Very early in life we were informed, reinformed, and admonished that certain behaviorisms, activities, feelings, and responses carried a sex label. Sex roles are learned very early by children, probably before they are 18 months old. They learn these roles through relatively simple patterns, that most of us take for granted. We throw boy babies up in the air and roughhouse with them. We coo over girl babies and handle them delicately. We choose sex-related colors, clothing, and toys for our children. We encourage energetic, physical activities for our sons, and we expect daughters to be quieter and more docile. We are disappointed when there is no male child to carry on the family name. It takes very little time for our sexual identities to be firmly established in the home. Later, the school curriculum is part of the subtle, but sure process for enforcing and reinforcing acceptable and unacceptable career aspirations based on sex. A perfectly bright little girl may aspire to be a nurse, while her dull male playmate may fantasize about becoming a doctor, great scientist, or President of the country without being challenged.

Human attitudes and prejudices support subtle forms of discrimination, often difficult to detect or deal with, because of their elusiveness, but real nonetheless. Examples are:

1. The admitted discomfort that some people feel working under the supervision of a woman

2. Latent sexual attitudes that inhibit transfer from bedroom to board room

3. The belief that a woman's natural biological function is to stay home to become housewife and child rearer

4. The popular fallacy that women are less stable and less competent

An object lesson in low-key, female rip-off occurred during the CBS telecasting of the first session of the Democratic National Convention in Miami. Women in general, and Gloria Steinem in particular, were neatly and surreptitiously shoved aside during Gloria Steinem's floor interview. Alan Kriegsman, in his Washington Post column, "Bias in the Booth?" reported:

> The weapons of opponents to women's equality are so insidious and subtle that what male chauvinism cannot achieve by exclusion or suppression it manages very easily with a simple smirk, condescending witticism, the "tolerant" grin, the snide wink. These tactics many men have learned to use to fend off the necessity treating women as people, as equals.
>
> This type of put-down is all the more mean for being unconscious. The worst kind of bias, and the hardest to root out, is the kind that is blind to its own existence.

Many of the myths and stereotypes about women as a class are similar to those about black people as a class and are equally as invalid. Yet, there are those who refuse to admit the analogy of discrimination by sex and by race. If they did, they would have to acknowledge the existence of an all-pervading put-down of one group by another and that this put-down is the ultimate debasement of our humanity. Those who have been victimized must be aware of the systematic rationalizations used for institutionalizing inequality in our culture. And those who are its perpetrators, those whose very ego fulfillment flows out of the ego damage they inflict, those who profit from the denigration of others must be made to recognize their own victimization, for they are indeed less than whole. Available findings that evidence how real the discrimination is against women in the world of work include:

1. Political Career Gap

   No woman Senator
   16 women in the House
   69 women Mayors; and
   441 women in State Legislatures

2. Professional Gap

   Women constitute:
   1% of Federal Judges;
   1% of Engineers;
   3% of Lawyers;
   7% of Physicians;
   9% of Scientists; and
   19% of College Teachers (as opposed to 30% 30 years ago)

The stinging reality of statistical findings graphically illustrates women's long-standing status as subordinates. The preferred perception held by our subordinates is that women are unable to make major economic, political, or social decisions; that women are not capable of serious artistic or creative contributions other than reproduction; and that we risk mental derangement, emotional imbalance, or loss of "femininity" should we elect a profession that puts us in competition with men. We risk the acquisition of the "crazy" label should we fashion for ourselves a life as something other than an appendage to

some man. Honest analysis of Western civilization, the Puritan ethic, and Victorian hypocrisy of "ladyhood," and the rigid ascription of roles to males and females make it abundantly clear that our culture has created carefully and made sacrosanct our inequitable life style. Males as well as females are victims in this ethnocracy.

How much blame should be placed on public education? A substantial portion, although it is true that schools reflect the society they serve. Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture. It is also understandable that sexual stereotypes demeaning to women are also perpetuated by mothers and other women as well as fathers, male teachers in elementary and high schools, and the many male administrators at the top of the educational hierarchy.

The Constitution, which blueprinted our national origin, did not speak of education. Therefore, it became necessary to interpret the general welfare clause as encompassing education before enacting the first piece of federal legislation in the Northwest Ordinance of 1787, which stated that "schools and education shall forever be encouraged." This was the initial national endorsement in our country of the "free and public" education concept. Our earlier educational institutions were private, designed primarily to prepare the sons of the landed gentry for the clergy, the teaching profession, and positions of power. Nearly a century later, the Morrill Act, reflecting the transition of America from an agrarian to an industrial economy, established the land-grant schools. The Smith-Hughes Act of 1917, commonly referred to as the first Vocational Education Act, came about in response to the manpower needs of business and financial interests. It was they who determined the extent, quality, and student composition of vocational education programs. It was not until Sputnik ascended in 1957 that our legislators again addressed themselves to educational issues by hastily passing the National Defense and Education Act in 1958. More pieces of education legislation have been enacted in the past decade than in the previous 19 decades--in 1962, MDTA; in 1963, the Vocational Education Act; in 1965, ESEA and the Higher Education Act; in 1968, both MDT and Vocational Education Acts were amended; and in June, 1972, the Education Amendments Act affected six earlier pieces of legislation. In 1964, the Civil Rights Act was passed with Title VII including women by prohibiting discrimination in employment based on sex. Currently, we are on the threshold of passing the Equal Rights Amendment with only five more states needed for ratification.

This brief historical sketch reveals that for nearly two centuries education has been, basically, a "selecting in" process. Yet, we continue "counseling out" female students in our schools from the free pursuits of their career interests and aptitudes. Even the articulated value of seeking one's full educational potential is, for women, essentially hollow, for always just below the surface, if not openly expressed, is the higher expectation and priority for the girl to marry ultimately. Marriage is viewed as her passport to the comfortable life, and a girl is rarely encouraged to take the unconventional and risky course of becoming a serious, productive working person in

her own right. The contradictory message that a girl gets from society as well as her parents is that if she is too smart, too independent, and, above all, too serious about her work, she is unfeminine and will never get married, being thereby consigned to something less than fulfillment of her prescribed role.

Vivian Gornick, in her article, "Why Women Fear Success," which appeared in the Spring, 1972, issue of Ms., cites ample evidence to buttress the thesis that girls opt for shortchanging their academic achievement in order to "keep the faith" with the culture. Similarly, this acculturation process pushes male students down the trail of traditional, male-labeled occupations and professions. When we consider the level of prestige existing between academic and career education, the disparity which is endorsed by our culture and reinforced by our government through the appropriation differential further suggests the depths of the elitist subscription that pervades our society. Paradoxically, our leadership in the international family of nations is based on our technological know-how. Yet, since Gutenberg invented the printing press, we continue to worship at the shrine of the literary skills and accord a higher value to those who possess them. Those who build, create, fix, and do are made to feel less worthy than those who compute and communicate.

Men have to develop the heart to realize that women who are passionate about their position and direction are not preparing to subordinate men. Rather, they are preparing for honesty, for analysis--and for proselytizing the submergence of manhood and womanhood into humanhood. If the special sensitivities we possess are going to be used to build a more equitable society, we educators must begin to examine the system in which we work. We should join with like-minded colleagues to draft a blueprint of those alternative approaches which will fully utilize all our human resources.

One route lies through the analysis of textbooks and attitudes. So long as those responsible for the education of our young believe in sexual stereotypes as givens, rather than hypothetical constructs that a patriarchal society has established as desired norms, the present condition of women will continue. These beliefs are transmitted through literature and history books or other media as well as institutionalized practices. School systems can and should begin to encourage new curriculum developments and attitudes, especially in the vocational-technical career development area, in literature, and social studies. Changes in curricula should occur at both the elementary and secondary level, and these changes depend on teacher education--requiring teachers to analyze the texts they use and their own assumptions and attitudes. The images we pick up consciously or unconsciously significantly control our sense of identity, and our identity--our sense of ourselves as powerful or powerless--in turn controls our behavior.

Will public education begin to change the images of women in texts and the lives of women students in school? It is anticipated that individual teachers will alter their courses and texts and grow more sensitive

to stereotyped expectations and behavior in the classroom. However, no larger, more inclusive reforms are visible: no remedial programs for counselors, no major efforts to "de-stereotype" vocational programs or kindergarten classrooms, and no major centers for curriculum reform.

The capacity exists for our nation to incorporate change. The story of our sophisticated scientific technology and the "accelerative thrust," which Toffler writes of in his book, Future Shock, validates this point and expands on the speed with which such incorporation can be accomplished. In fact, Toffler suggests that adaptability of institutions and individuals will become a necessary survival skill, and with adaptability will come personal and institutional growth as well as a new sense of mastery over our own destinies. This will to change must be awakened, challenged, and channelled if institutions are to keep pace with serving the needs of the individual. If we refuse to accept and encourage change, America will become a well-appointed prison. A prison is still a prison, and a healthy prisoner who uses his time to good advantage is still a prisoner. Only through affirming and actualizing our human dignity and worth, individually and collectively, can we transcend irrational syndromes and shed our myopia with respect to sexual inequities. Not until we can view our roles as human roles, joining together our aggregate talents, information, knowledge, and ideas with the commonality of a deep abiding subscription to the dignity, worth, and self-fulfillment of each without regard for arbitrary factors of sex, race, and economic affluence, will it be possible for men of America to say to women of America, "I'm O.K.--You're O.K."

If women stopped colluding as willing slaves in the division of labor that now exists, men would be forced to begin to work with them in changing the process that creates this division. If women would stop suppressing their curiosity and ambition, men would stop suppressing their own emotions and humaneness. We could count, then, on the moral support of intelligent male and female citizens everywhere to help rid our nation of the vestigial hang-ups that stand in the way of genuine equality or opportunity. Black, brown, red, yellow, and white people of America would say to each other, "I'm O.K.--You're O.K." Educators of America, classical academicians, and vocational-technical and career educators of America could join hands and agree, "I'm O.K.--You're O.K."

The resources exist in our nation. The will to change must and does exist. It requires the mature, balanced courage of women in general, and career educators (male and female) in particular, to move with vigor into a leadership role, setting new directions, designing and implementing models in our schools to demonstrate, perpetuate, and exemplify our nation's integrity by their example. A new set of values--stressing a collective consciousness as opposed to the old "I," "me," "mine" syndrome--must prevail. A true republic "of, by, and for

the people," which "promotes the general welfare" through a changing innovative educational system would realize "liberty and justice for all," confirming the dignity and worth of every individual. This state of affairs would take our historical documents from beneath the plexiglass in the Archives and breathe life into them, making America a democracy.

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WOMEN: FROM DOLLS TO DEGREES - TO DISILLUSION*

There is a central question that male colleagues and friends often ask, and I'm sure it is sometimes asked by women as well. They ask: "Why all of a sudden are women becoming active?" "Why is there a strong women's movement NOW?" Indeed, why is there an organization of women by the same name?

Surely up to now, everything has not been "O.K." for women. Nor is the push for women's equality just beginning. It seems to have had its beginnings in 413 B.C. when Lysistrata organized a sex strike among Athenian women. Said she:

> It should not prejudice my voice that I'm not born a man if I say something advantageous to the present situation. For I'm taxed too, and as a toll provide men for the nation, while, miserable gray-beards, you. . . . make our lives and persons hazardous by some imbecile mistake.
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> --Aristophanes in Lysistrata

In this country, the struggle for women's rights is thought to have begun in 1848 when the first convention of record in the world devoted to the discussion of women's rights met in Seneca Falls, New York. The early feminists achieved their aims in 1920 when women finally got the vote in the United States.[1] But now there is a resurgent movement by women to effect changes, in two primary areas: education and employment. And the movement is not limited to this country. It is also taking place in Vietnam. China, Russia, Cuba, Algeria. And we would do well, as my friends and colleagues have done, to ask why.

There are several reasons to be posited why the drive for women's rights is recurring.

First, it is altogether appropriate to make the analogy between the women's movement and the black movement. Very simply, women as a

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[1]Joyce Cowley, "Pioneers of Women's Liberation," in Voices of the New Feminism, Mary Lou Thompson, ed. Boston: Beacon Press, 1970. pp. 4, 9-10.

group--and non-black minority groups--took their cue from the actions of a whole race of people who had been pushed up against the wall for centuries and then suddenly said, "No more." Certainly, that issue is not resolved either, but no one may argue that major changes have not been effected. Blacks came to a new awareness, and so have women.

Secondly, for so long, both black and white, male and female, rich and poor have heard the magic phrase, "Education is the key." So we have sought increased education. As a result, the level of education attained by women has risen steadily since the early 1900's. Our high schools were turning out one-half million female graduates annually in the 50's, one million a year in the 60's, and now, more than one and one-half million young women graduate from high school each year. Just prior to the 70's, nearly 300,000 women earned bachelor's and first professional degrees, more than 60,000 master's degrees, and in the eight-year period culminating in 1968, women earned some 3,000 doctorates, triple that of the previous 30-year period.[2]

The U. S. Department of Labor reports that there is a direct relationship between the educational attainment of women and their labor force participation. The more education a woman has, the more likely she will be in paid employment. In the most recent figures released by the Labor Department, more than half of the female high school graduates were employed or looking for work, and 60 percent of women with four years of college were in the same position. Of women who had completed five years or more of college, more than 75 percent were in the labor force.[3]

In short, we have put the education key into a lot of hands, and will continue to do so, as more woman strive to improve their lives and to seek a better world for their children and others. Women are just beginning to gain the support of numbers that will strengthen their demand that the key unlock the doors of opportunity they have heard so much about. Much has been invested, and women are expecting that investment to pay off.

A third reason for the rebirth of the women's movement, especially vis-a-vis the employment question, was the high demand for labor during the 60's "and the changing nature of the structure of occupations."

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[2]Women's Bureau. "Trends in Educational Attainment of Women." Washington: U. S. Department of Labor, 1969, pp. 1-10.

[3]Ibid., pp. 10-11, based on projections from the report.

"The percentage of heavy muscle jobs. . . is going down," according to one Census Bureau official. "We are moving from a muscle economy to a machine/service economy. . . ." Of all service workers, women constituted 61 percent. "Opportunities," the official predicts, "are increasing."[4]

Another contributing factor is the Pill. Quoting from Maggie Savoy, writing in the Los Angeles Times, "Times have changed. Economics have changed. The Pill is here. That is why, 50 years after men finally gave us the vote, the movement bursts open again."[5] What Ms. Savoy is suggesting is that along with chronological and concomitant economic changes, new birth control methods and devices have freed a great many women from the home. They are freer to discover civic, social, or professional areas that may interest them, or perhaps, to pursue long-awaited goals and ambitions that lead to self-actualization. That is why when Ms. Savoy posits the four basic demands of women as she sees them, they include: free 24-hour child care centers; free abortion on demand; complete equality for women in employment, advancement, and opportunity; and complete equality for women in education.

The last reason that I will offer is women's growing awareness of their social predicament. Women now find themselves comprising 53 percent of the population and 40 percent of the labor force--but they have 0 percent of the real power. This situation is a fundamental dilemma, and it is the reason why I have titled this speech "from Dolls to Degrees - to Disillusion." A study by Stevenson Smith found that although girls make consistently better grades than boys until late high school, their opinion of themselves grows progressively worse with age, and their opinion of boys and their abilities grows more favorable. On the other hand, boys have an increasingly better opinion of themselves as they grow older, and a lower opinion of girls.[6]

Author Jo Freeman tells us that during high school, girls' performance in class and on ability tests begins to decline, sometimes drastically. Although well over half of all high school graduates are girls, significantly less than half of all college students are girls. "Presumably," says Jo Freeman, "this should mean that a higher percentage of the better female students go on to higher education, but their performance vis-a-vis boys' continues to decline."[7]

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[4] Jack Rosenthal, "For Women, A Decade of Widening Horizons," New York Times, April 11, 1971, p. 1.

[5] Maggie Savoy "Man's Primer to Womlib," Los Angeles Times, November 29, 1970, p. El.

[6] Jo Freeman, "Roles Women Play: Readings Toward Women's Liberation," in Women and Society, Diana Reische, ed. New York: The H. W. Wilson Co., 1972, p. 119.

[7] Ibid., p. 122.

Girls start off better and end up worse, and the change occurs at a significant point in time, Ms. Freeman observed. "It occurs when their status changes, or to be more precise, when girls become aware of what their adult status is supposed to be. It is during adolescence that peer group pressures to be 'feminine' and 'masculine' become more narrow."[8] Beatrice Lipinski, in her study of Sex Role Conflict and Achievement Motivation in college women, demonstrated that thematic pictures showing males as central characters elicited significantly more achievement imagery from these college women than did pictures of their own sex.[9] Freeman continues: "When we move to something as intangible as sex-role behavior and to social sanctions far greater than the displeasure of a group of unknown experimental stooges, we can get an idea of how stifling social expectations can be. "It is not surprising in light of our cultural norm that a girl should not appear too smart or surpass boys in anything, that those pressures to conform, so prevalent in adolescence, should prompt girls to believe that the development of their minds will have only negative results."[10]

Philip Goldberg, reporting in Trans Action Magazine, gave college girls sets of booklets containing six identical professional articles in traditional male, female, and neutral fields. The articles were identical, but the names of the authors were not. They included three articles by men and three by women. When the students rated the articles on value, persuasiveness and profundity, style and competence, the male authors fared better in every field, including such "feminine" areas as art history and dietetics.[11]

Poor self-concept and denigration of other females as noted by these studies is to be expected. Such traits even have an effect on supposedly unchangeable IQ scores. "Corresponding with the drive for social acceptance," says Freeman, "girls' IQ's drop below those of boys during high school," rise slightly in college, "and go into a steady and consistent decline" if they become full-time housewives.[12] The distortions become so great that Goldberg says by the time girls reach college, they are prejudiced against women and refuse to recognize them as equals of male colleagues.

It is striking, and therefore worth noting, that the combination of group self-hate and the distorted perceptions that justify such hate are also traits often said to be common of minority groups. The discovery of this pattern by Kenneth and Mamie Clark among black children

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[8] Ibid.

[9] Ibid.

[10] Ibid.

[11] Ibid., p. 120

[12] Ibid., p. 122.

in segregated schools contributed to the 1954 Supreme Court decision that outlawed such schools. Further, these traits--typical, if you will, of the "feminine" stereotype--have been found in the Indians under British rule, the Algerians under French rule, and in Black Americans. Indeed, there seems to be a strong and positive correlation between being female and experiencing deprivation of status.

Former Director of the Women's Bureau Elizabeth Koontz reports on the case of a 13-year-old Brooklyn girl who had to threaten court action to be admitted to an all-male high school in order to get the scientific education to fulfill the promise of a brilliant record. "The further such a brilliant girl goes up the academic ladder," says the former director, "the more difficult" it will become for her.[13] Nearly one-half million girls enter college each fall, completely indoctrinated by parents, peers, and high school counselors, completely indoctrinated by television, movies, and advertising, and perhaps most importantly, from personal observation of the people with whom they have had contact. Only the rare, only the unusual girl faces this situation without a gut-level conviction that she is restricted or limited somehow--intellectually, socially, emotionally.

I remember entering college as a fired-up, studious undergraduate giving the appearance of meeting the competition head-on. But all the time my real attitude was that I could never hope to be better than most of the boys in my class, and so I would strive to be the best girl in my class. I agree with Doris Pullen when she says colleges do little or nothing to dissuade girls that they are not limited. It was revealed not long ago that the Department of Sociology--an area considered to be equally open for men and women--in a major mid-western university had awarded fellowships over time at the rate of 5-to-1 in favor of men.

Consider the department that I am in at Michigan State University. Of 37 doctoral students admitted to the program this fall, six are women, a decrease of three from the previous year when nine were admitted out of an incoming class of 20. In that same department, a rather insidious practice of peer evaluations was conducted. Out of only three students who had a straight 4.0 average during their first term, one was a female (not I). She had had brilliant reports from students on her teaching, and her academic competence was above question. Yet on the peer evaluations, gauging such things as teaching ability and academic competence, she was ranked very near the bottom of the list. How demoralizing to a 21-year-old woman who has the aspirations and the ability to become a brilliant social scientist! Let us hope the damage is not irreparable. But perhaps we should be thankful she was even admitted at all. According to the U. S. Office of Education, women do well on entrance examinations in many fields, including law and medicine, but

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[13] Elizabeth Duncan Koontz, "Women as a Minority Group," in Voices of the New Feminism, p. 79.

admission to undergraduate and graduate schools is restricted, in many fields constant over the years.[14]

But how will our young social scientist feel when she finds out that in that same sociology department there have been four tenured women in 81 years? Or, when it takes a woman Ph.D. an average of nine years to achieve the rank of associate professor, and for men an average of three years? How will she feel when she finds she may earn less than a man with an undergraduate degree? How will she react when she finds that the belief still exists that male faculty enhance status and prestige? She might believe it herself, since as Pullen says, the belief is "tragically underscored by the . . . precollege social conditioning and then by . . . classroom observations."[15] If she goes into private industry, how will she feel knowing that the women in professional and technical jobs have been increasing sharply, but the rate of pay has remained nearly constant for them, with less than three percent of fully employed women managing to surpass the $10,000 a year mark, while 28 percent of her male workers accomplish that feat? As Maggie Savoy so tersely comments: "Our brains weigh the same; it's our paychecks that are slim and ladylike." And, I would add to that, our opportunities.

If these are the prospects, why get an education? I know why I have done it, and why for several years I worked as a public affairs reporter for a major daily newspaper--a job in which male colleagues either told me or in other ways indicated that it was sheer anathema to them for me to hold a position equal to them. I can best illustrate my reasons by recalling a television commerical I saw a few days ago. As part of this commercial, for a leading headache remedy, a Victorian father says to his weeping daughter: 'College, no! Education," he admonishes, "only puts foolish ideas into a girl's head." If education means improving my life through discovering rich and diverse areas of knowledge, if education means helping me to cope in an increasingly complex world, if it means being independent, and able to support myself, if it means enriching the contribution that I can make to others--if he were my father, I would reply: "I choose to be foolish."

Shirley Chisholm has said that "we must reject the Nietzschean thought that 'when a woman inclines to learning, there is something wrong with her sex apparatus.'"[16] I asked a number of men in various occupations, blue-collar and professional, why they thought women faced these problems in education and employment. Here are some of the responses:

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[14] Ibid., p. 80

[15] Doris L. Pullen, "The Educational Establishment: Wasted Women," in Voices of the New Feminism, p. 121.

[16] Shirley Chisholm, "Women Must Rebel," in Voices of the New Feminism, p. 208.

> Most employees, even liberals, have not seen enough models of success. Men don't believe a woman can be as successful, they don't believe she is as competent. And male co-workers tend to rationalize 'even though she has the same or better title, she's not as capable.' The attitude becomes one of survival.
>
> The guy you work alongside already feels you're not going to be successful. If you rise it's because you're a woman, and getting special treatment.
>
> We are, honestly, I think, hung up on the John Wayne symbol of masculinity.
>
> From a highly-esteemed major university professor:
>
> You really can't break tradition you know. It's been men who have made the major contributions in this field and developed it to what it is. Why should you expect men to just welcome in women with open arms?
>
> The male has been encouraged to think of the female as the weaker sex. He is told that women are to be 'protected,' taken care of. When the male enters the academic, and especially the work world, seeing a female in an equal position is something he's not ready for. And one of the usual responses to something unfamiliar is fear. Fear leads to a number of irrational actions. Fear is the basis of bigotry.
>
> When one group is not understood it has always been common to distort the truth of the group which is not understood. These distortions are usually used in a negative way so the larger group can justify being discriminatory.

Dr. Gerald Gardner notes that men who oppose the women's movement or equal rights for minority groups are, in his opinion, political conservatives. They oppose change generally and suspect those who want it. "Such men," he says, "are like the plantation owners who argued that life wouldn't be the same without slaves. They are right. Life won't be the same. And if you own even a small plantation, you may not like it."[17]

But educators cannot afford to ignore change, or the needs of half their students. If women are to achieve full equality, each of

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[17]Betty Rollin, "They're a Bunch of Frustrated Hags," Look Magazine, March 9, 1971, p. 17.

us must take action--as general and vocational educators, as counselors, as employers, as decision-makers, as concerned citizens, and as parents.

Parents, teachers, counselors, or anyone else in continuing contact with children, from pre-school through high school, need to impress upon youngsters that specific roles are not carved out for them simply because they are male or female. We must steer children away from the notion that there are designated occupational fields for women and for men. Parents especially should encourage their sons and daughters to explore a variety of alternatives.

Sociologist Alice Rossi says it is far easier to change laws penalizing women than to effect social changes in family life. She states:

> We have to devise a means to compensate for the influence of parents who depress a daughter's aspiration to become a physician while urging a son to aspire beyond his capacity or preference.[18]

To this, Elizabeth Koontz adds:

> The question is not whether it is possible for a woman to enter almost any field she chooses; obviously it is possible. But she must have a lot more drive to succeed. She must at a comparatively early age have encouragement, self-confidence, and commitment to a goal to go her own way.[19]

Parent-teacher associations, community groups of all kinds, and business and professional organizations, or you as an individual, need to begin inquiring into all local educational institutions about programs and efforts to increase opportunities for female students. Find out if these institutions have any unfair restrictions against female students. Find out how students are being counselled regarding occupations, and if the full range of career opportunities is being made known to them. If you find resistance or lack of awareness, arrange for an interested group to meet with school officials on the issue. Materials on the subject are available from a variety of sources including the U.S. Department of Labor.

Another question you may want to explore is the possibility of establishing women's programs at the high school level--for male students

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[18]Rochelle Girson, "What Did the 19th Amendment Amend?" Saturday Review, October 11, 1969, p. 29.

[19]Koontz, p. 84.

as well. In some high schools, according to the Wall Street Journal,[20] women's studies are underway. Currently, there are more than 200 courses in women's studies in American colleges and universities, and male enrollment has risen in such courses.[21] If the colleges and universities in your area have failed to consider women's programs, it should be cause for action by interested citizens and education officials.

Efforts by groups and individuals have to be made to see that every college and university has a child care center. I agree with Betty Friedan when she says "a child development department in any university that doesn't address itself to this need is not confronting its own professional challenge." Such centers make it possible, she notes, for "women not to have to bow out of society for 10 or 15 years when they have children."[22]

The push must be made also by college and university officials, faculty, and as always, private citizens, for maternity leaves for women faculty and students. "It is as much discrimination against women not to give them a maternity leave," says Betty Friedan again, "as it would be unconscionable to make a boy who has to go into military service lost his chance to get back into graduate school."[23]

Finally, college administrators and faculty in all departments and divisions have an obligation to see that women constitute a significant part of the teaching and administrative staff. Qualified, competent women as teachers and administrators do exist, and they exist in significant numbers. "The most minor recruiting effort," notes Doris Pullen, a professional journalist and journalism instructor, "accompanied by fair pay, personnel, and promotion policies, will bring [women] into the classroom to the enrichment of their colleagues and their students. As the status of women improves, life for men also improves."[24]

There are, of course, numerous other recommendations one may cite in this regard. You, in your own spheres of vocational-technical education, counseling, teaching, business, labor, industry, or politics, should be able to generate many more concrete courses of action based on your professional experience. It is not enough to talk about what

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[20]Barbara Isenberg, "Boosting 'Liberation': Women's Studies Rise in College Popularity," Wall Street Journal, June 9, 1971, p. 1.

[21]Ibid.

[22]Betty Friedan, "Our Revolution Is Unique," in Voices of The New Feminism, p. 41.

[23]Ibid.

[24]Pullen, p. 222.

should be done, but rather how it can be done. We need to exchange ideas, with our colleagues and with friends in different fields. My hope is that our goal is the same, that as much as we are able, individually and collectively, we endeavor to allow everyone to be all that he or she is capable of becoming--that as much as we are able, we break the unfortunate syndrome of disillusion among women.

WOMEN IN THE WORLD OF WORK:

EDUCATION'S RESPONSIBILITY*

Thomas Sprat, addressing the Royal Society of London in 1685, offered the following words:

> ...but they are to know, that in so large and so various an Art as this of Experiments, there are many degrees of usefulness; some may serve for real and plain benefit without much delight; some for teaching without apparent profit; some for right now, and for use hereafter; some for only ornament, and curiosity. If they will persist in condemning all Experiments, except those which bring with them immediate gain, and a present harvest, they may as well cavil at the Providence of God, that he has not made all of the seasons of the year to be times of mowing, reaping and vintage.

Educators and proponents of education today voice the same concepts in slightly different words. We say that education blends the realistic and absolute--that today's knowledge may not be immediately applicable to the needs of society. We talk of spin-off values. Economists speak of externalisms (those benefits reaped by man that are not readily quantified). We repeat all of these concepts from our bent and leaning pedestal.

What has happened to our pedestal? Why are we suddenly the center of great criticism and a lack of understanding? The blow slowly but surely chipping at the pedestal is accountability. Education long has been blessed with a condition of individuality and freedom not experienced by any other element of society. We have been able to "do our own thing" at our own time and in our own way. Until recently, our public did not seriously question our practices. If they did, we followed with explanations that left them frustrated and gasping for breath. Today's public expects us to justify and explain our programs and activities, which, unfortunately, we often are unable to do. For example, we boast about educational innovations that have revolutionized education and learning processes, but we are hard-pressed to name an innovation that really has contributed to new teaching methodology and improved learning. There are some, and we should be well enough informed to respond immediately to the questions raised by critics and supporters.

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*Speech delivered by Dr. Norman N. Durham, Dean, Graduate College and Professor of Microbiology, Oklahoma State University, Stillwater, Oklahoma, at the Regional Seminar/Workshop on Women in the World of Work.

A very common characteristic of educational problem-solving is that it runs in reverse: "Here are a bunch of solutions--do you have any problems that fit them?" H. G. Wells put it most appropriately when he said, "Survival of the human race becomes more a race between education and catastrophe--day by day." Education and educators have a tremendous responsibility to society, and we must expect to have to stand accountable. Such a commitment to society and its complex problems demands the full and complete utilization of all available talent and expertise. Education has not adequately nor fully used all available manpower. As a result, the problems have been amplified--and the lack of problem-solving capacity has left all of us baffled and frustrated. This is indeed unfortunate, for we should have been the leaders who prevent such developments.

For several years, society has been on a collision course prompted by assertions that we "need more study" or we must "declare a moratorium." Neither of these suggestions is impressive, since nothing can be accomplished by adopting either proposal at this time. Technology has provided us with a standard of living which exceeds our greatest expectations of even a decade ago. But knowledge--not technology--will permit our continued growth. It is time that we, as leaders, insist on putting knowledge to work. Women have and will continue to make many significant contributions to society. As leaders, we need not confine our discussion to the women's liberation movement. We must talk about a people liberation program--a basic idea which permits every individual to participate, study, and contribute to the best of their capability. We have been so busy worrying about putting out small fires, such as defining the role of women, that we have neglected to define the real problems of society, or to direct our full attentions in these directions. Discrimination is foreign to the interests of society and individuals. The capable people will continue to grow and develop professionally, offering an example to every individual. Those who are insecure and uncertain will continue to rationalize on the basis of sex or any one of several other reasons. As community leaders and educators, we can and must take positive steps.

1. We must inform society that the stigma associated with sex restricts job opportunities for women, a very unfortunate waste. Many people still want to "study" what obviously is a reality.

2. We should initiate a career awareness program for women in the mainstream of education.

   a. Women have not been and still are not being informed of available opportunities in undergraduate and graduate programs. A recent National Research Council survey on doctorates granted in fiscal 1972 showed the following data:

	Men	Women
Engineering	3,454	21
Physical Sciences	5,142	365
Life Sciences	4,253	731
Social Sciences	4,541	1,049
Arts and Humanities	3,430	1,271
Education	5,435	1,644

b. Many women now are ready to seek new or different positions and this offers a tremendous manpower potential.

c. As administrators and leaders of the community, we have the responsibility to see that each and every individual receives equal opportunity.

These are indeed challenging and stimulating times. It is an era of educational and social revolution when the old and new stand side by side and admit to being compared. The full richness will be meaningful only if we know what to do with it. That is the real challenge that faces us. We cannot afford to do less than what our conscience tells us must be done. The world loves a winner, hates a loser, and doesn't give a hoot for those who break even. Under these conditions, we must not fail--for our own peace of mind.

THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION*

A preoccupation with sex permeates our culture. To everything we assign a gender. Colors, foods, occupations, cigarettes, clothes, subject matters, objects of art, books and magazines, decorations, sounds, gestures and postures, vehicles, businesses, social institutions and services, and even the words that refer to these have symbolic sexual meaning. A relatively new and expensive multimedia reading program used in an estimated 8,000 classrooms (Kerins, p. 21) even assigns sex to each of the letters of the alphabet, ascribing demeaning sex roles to the "female" vowels: "Little Miss A" who sneezes "ah-choo," "Little Miss E" who is weak, "Little Miss I" who itches, and so on.

It is to the discrimination emerging from such overt sex-typing and our cultural preoccupation with sex that the women's rights movement is counter-responding. The impact of the movement has fallen heavily on the schools, their sexist curricula which reinforce sex-typing and reduce female aspirations, their discriminatory teaching methods, and their male-dominated administration.

The political philosophy underlying the feminist movement's attack on education is difficult to systematize. Indeed, its tenets are flexible and still evolving, but perhaps the following will suffice for our purposes:

1. Stereotypes and myths about women which curtail their human development and socio-economic advancement are to be struck down.

2. Subtle, even subliminal, negative influences which damage the female self-concept and lower her aspirations and appraisals of her sex must be eliminated from all forms of the social process.

3. Economic and political opportunities for women are not to be limited by socially defined expectations and conventions, but women are to be free to choose their own life styles, purposes, and social roles.

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*Speech delivered by Dr. Jack Conrad Willers, Professor of History and Philosophy of Education, George Peabody College for Teachers, Nashville, Tennessee, at the Regional Seminar/Workshop on Women in the World of Work.

4. The male domination of social, political, economic, and educational systems is to be replaced with women's equality with men and a recognition of female potentials and contributions to the general welfare.

In addition to sexual inequities, there are two fundamental areas of inequality plaguing education today. First, there is the second-rate status which vocational training has always suffered in formal educational systems. Despite the American work ethic and our pragmatic orientation, our culture has never fully reversed the snobbish Greek attitude toward vocations, trades, and handcrafts. All such occupations deprive the male citizen of leisure time necessary, as Aristotle put it, "both for the development of virtue and the performance of political duties" (Politics, VIII, p. 1). Thus work has been equated with both immorality and slavery. Second, there is the more recent realization that students as a whole comprise a class of slaves, that teachers are the twentieth century counterparts of the nineteenth century slave owners, and that schools in general are operated as eighteenth century work houses or poverty prisons to keep youth in their place. Students across the land of the free have no effective voice in the decisions which affect the aims of their education, the quality of instruction, or the curriculum requirements. Whatever the level, teaching generally reflects a master-slave relationship, and "learning" is based on respect for unquestioned authority.

These, then, are the areas of immediate concern:

1. The inequality of the rights of women on account of sex;

2. The enslavement of students in educational institutions which serve as prisons to keep them in line;

3. A biased curriculum that fosters prejudice against vocational preparation relevant to contemporary needs and useful career skills.

These concerns converge at the focal point of the career education of women for vocational-technical occupations. Thus, a female student in a career education program, or in need or want of practical vocational training or technical education, is the victim of many of the inequities of our present society. If she happens to be black, red, yellow, or brown, and all of the injustices of racism are added, this young woman incorporates all the frustrations and feelings of inferiority, the instability and discontent prevalent in our aimless society.

Curricular Stereotyping

The gap between human rights and women's current status is not just economic; it is psychic as well. One major feminist criticism is against sexist curricula which reduce the aspirations of young women and cloud their search for identity. The women's rights movement is calling the attention of educators to "the importance of a woman's acquisition of a

sense of herself as an independent, vigorous, and forceful being beyond her role as wife and mother" (Crawford, p. 19). Dr. Benjamin Spock claims that one "potent reason why girls and young women shy away from a commitment to a career is that they've been persuaded they don't have what it takes" (Spock, p. 50). The schools are in major part responsible for this self-demeaning attitude by virtue of their uncritical reinforcement of unquestioned female stereotypes which foster inadequate self-concepts among girls and women. Sophomore anthropology students, including females, know that symbols of femininity and masculinity vary from culture to culture and from age to age. The so-called "feminine traits" of modern Western society have been observed as "male traits" in other cultures, so that it is senseless to assume that females have a monopoly on subjectivity, passivity, intuitiveness, or aesthetic sensitivity, or that aggressiveness, competitiveness, courage, logic, and inventiveness belong exclusively, or even mainly, to the male gender. Psychologists and sociologists are in general agreement that traits of gender are merely the responses we make in trying to live up to the expectations of our social situation.

Sexual roles are, therefore, mere social conventions. They are learned, not given. They are man-made, culturally derived, without divine sanctions, varying from place to place and from time to time. Yet in our present society, and especially in the schools, sexual stereotypes are rampant. Boys are taught to despise or acquiesce to girls for their physical weakness. Female sensitivity and gentleness are equated with softness and a lack of initiative and intelligence. Stereotyped sex roles mold women to be decorative, supportive, and powerless in a world they perceive as beyond their control.

Feminists are concerned about the climate of education that defines social roles according to gender. They are seeking to create an alternative to sexist education by heightening the consciousness of teachers and administrators and by providing resources and tools for a nonsexist curriculum. Research has indicated the magnitude of the task of eliminating sex-stereotyping in the language arts, mathematics, and science programs in the elementary schools. Women on Words and Images, a Princeton group, surveyed 134 New Jersey elementary school readers. Among their findings:

1. Male biographies are six times more plentiful than female biographies.

2. Males appear in almost six times as many different occupations as women (147 to 25).

3. Males are shown in a wide range of employment while females are limited to traditionally accepted roles such as secretary, nurse, or teacher, or are presented in demeaning or unrealistic pursuits.

4. Males are presented as clever, skilled, and adventuresome while females are portrayed as restricted in their goals, victimized, incompetent, and humiliated.

Elementary mathematics and science texts viewed from a feminist perspective also favor males over females.

> The career situation in math books is the same as in readers: Women have few of them. On the rare occasions in which women are shown as capable of managing anything more than a white wash, they are in stereotyped, unattainable, or undesirable roles. Men, of course, have seemingly endless occupational vistas.
> (Levy and Stacey, p. 106)

When girls and boys are presented in the same situation or activity, there are subtle distinctions which belittle the female self-image and restrict the development of a positive self-concept. One science text presents boys blowing their pinwheels while girls wait for the wind to make theirs spin. A social science workbook anticipates that students will match a woman to a shopping cart. The shame is not that the schools unwittingly reinforce stereotyped sex roles, but that they have been preeminently successful without really trying--at the cost of containing curiosity and curtailing creativity. Why is it that we educators readily succeed in teaching those matters we teach without deliberation, but grossly fail in most of our conscious efforts? "Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in" (Howe, p. 77). But schools are more to blame than any other social function or institution for this subtle form of dehumanization, for schools exist for the expressed, deliberate purpose of teaching.

Children learn sexual stereotypes at an early age, and by the age of eight or nine, they "have already gotten the message that only certain choices are available, and that these choices are based on sex" (Harrison, p. 16). For instance, "girls are helpers. . .the books that schoolgirls read prepare them early for the goal of marriage, hardly ever for work, and never for independence" (Howe, p. 92).

In nurseries, kindergartens, and elementary schools, carpentry tools, heavy building materials, and jungle gyms can be found in one section of the classroom to which boys are steered. In another separate part of the classroom, there are dolls, homemaking equipment, dishes, dainty costumes, and a mock-up of mother's kitchen. Rarely is one of the boys observed moving toward that side of the room reserved for girls. Boys learn quickly and easily that there is less value in that direction. When girls make an attempt to invade the male domain, they are intimidated and shut out. For most children, crossing this invisible, but nevertheless real, barrier between "male things and female things" can be an emotional impossibility.

One of the greatest demands on and challenges to our schools and the society as a whole is to break free of stereotypes that oversimplify or overgeneralize an uncritical attitude toward any one, any race, any issue, any institution or event. The aim of education is to free ourselves and our students from rigid thought patterns. In

helping students to overcome stereotyped judgments of sex roles, occupations, and career images, we promote democratic ideals in the schools as well as the highest aims of education. Despite the growing numbers of working women, the schools distort reality "by a patriarchal attitude about who should work and the maleness of work" (Howe, p. 93). Career educators can and should develop new curricular resources at all learning levels that do not through ignorance or thoughtlessness reinforce sexist standards and sex-role stereotypes. Vocational counselors particularly will have to be re-educated through inservice remedial programs. Vocational programs must be "de-stereotyped" from top to bottom.

Images for Self-Identification

Besides the process of reinforcing stereotyped sex roles, the schools reflect sexism in our society by failing to provide either adequate or ample female images in school experiences, reference materials, and the curriculum in general. In secondary school history textbooks, awareness of and appreciation for the contributions and achievements of women are noticeably missing. They "consistently refer only to men. . . The pictures, photographs, and paintings chosen for inclusion are almost exclusively about male subjects. Women are rarely chosen as spokesmen. . . (Trecker, p. 110). One study entitled "Equal Treatment of the Sexes in Social Studies Textbooks" (Burr, Dunn, and Farquhar) details the demeaning terms used for women and the traditional mythical image of women as timid and fragile. A Report on Sex Bias in the Public Schools prepared by the National Organization for Women (NOW) supports the conclusion that female high school students do not receive through their texts and curricular materials positive female models and images. Thus, young girls are conditioned unconsciously to pursue the roles of subjection and silence.

"Sexism in Education," published by the Pennsylvania Department of Education, concludes that curricular material utilized in the public schools of that state reveals the following:

> . . .underrepresentation of women; representation in limited stereotyped roles. . .reinforcement of culturally conditioned sexist characteristics showing as female such traits as dependency, passivity, noncompetive spirit, and emotionality; and a very meager appreciation of women's contributions to history, literature, science, and other areas of American life.

But the most obvious and common sexist school practice is tracking male students into industrial arts, agriculture, and technical trades and female students into homemaking, health occupations, and business. High school girls receive vocational training which prepares them for a very limited range of careers, usually those with low pay potential, or for the non-paid job of housewife (Trecker, p. 112).

> Considering the economic disadvantages of their vocational choices. . .materials and programs which might enlarge the career possibilities and raise the aspirations of young women should be a high priority item in any responsible school program. . .in perhaps no other area of the curriculum is there more need for non-stereotyped information and for positive role models for young women than in vocational training and career education. . .traditional stereotypes about the proper work for women have combined with overt economic discrimination to greatly restrict the aspirations and opportunities of the female secondary school student.
>
> Removal of bias in vocational training. . . requires new ways of thinking about the needs of girls and women and revision in thinking about their capacities.

If vocational counselors and career educators wait until students are at the stage of making tentative educational and career choices before combatting the prejudices of sex-role stereotyping, it will be too late to encourage girls to fulfill their repressed aspirations to become foresters, veterinarians, architects, or engineers. Assuming that male roles are also stereotyped, and that men as well as women need liberation, it will also be too late by then to teach boys that home decoration, clothing design, nursing, and teaching are not emasculating. These realizations give further credence to the notion that career education must encompass the entire life of the individual--especially the early years when values are being formed, but also the later years when career directions are in flux.

Science can point to no conclusive evidence that sex alone accounts for intellectual differences among males and females. Yet, by the time girls reach high school, in general they have fewer and lower aspirations for career success. Counselors and teachers reaffirm this sly socialization process by warning young women of the insurmountable difficulties to be faced in occupations other than homemaking, secretarial work, nursing, or teaching. While such warnings about the sexist orientation of our society are in order, such inequalities and restrictions should not go unquestioned. Otherwise, unexamined prejudices will cause a young woman to doubt her own worth and capabilities. Not until these values are reconsidered can we hope to revitalize the teaching that goes on in our schools. And these values are not likely to be questioned seriously unless stereotyped social and sex roles are disavowed, and girls are given an even chance of developing concepts and models of feminine intelligence. At this juncture, the aims of the women's rights movement become the hope of educational reform, given the vast, pervasive influence of women upon our schools and children. Until women have equal rights to think to engage in critical inquiry, to evaluate, to speculate, the American classrooms will be filled with female and male teachers who convince their future counterparts that women--many of whom will be the teachers of tomorrow--simply cannot think straight.

Career education, vocations, and professions are aimed toward "success," whatever that may mean for any student or worker, male or female, in his or her time and situation. Psychology teaches rightly that girls and women, as well as boys and men, fear failure in our success-oriented culture. But in our society, females fear not only failure; they also fear success. In the male-dominated society, success for the girl or woman implies that she has incorporated qualities reserved for boys and men. Thus, educational and career success very likely may cause the woman in a "man's world" to doubt her own femininity as well as her intelligence. To redeem females--children and adults alike--from the perplexities and bewilderment of this double jeopardy--the fear of failure and the fear of success--must be one of the major goals of career education.

The equalization of hiring practices and career opportunities for women is not enough. The idea of female equality must be nurtured in both boys and girls at an early age. The essence of the problem amplified by the women's rights movement is not only in reshaping social forces and working conditions that contribute to inequality for women, but also in developing the basis for an adequate female self-concept (McLure, p. 35). In this objective, the boys and men at school and at work have as much, if not more, to gain than women themselves.

Demands and Responses

For the feminist, it is not enough to say that the screwdriver is just as important as the fountain pen or that the frying pan is just as important as the screwdriver. Which tools, occupations, and social roles are most important, better, or more desirable is not the question raised by the feminist. Rather, the feminist places the highest importance and the greatest value on the freedom to choose tools, skills, vocations, and social functions apart from reference to gender.

Thus, the demands of the women's rights movement on local and state school boards range from sex-role stereotyping in kindergarten to discrimination against women in hiring and promotion, and include the following (Friedan and West, p. 20):

> --An end to all distinctions based on sex. . .
> The upgrading of sex education courses to include factual information on contraception and the ecological crisis of overpopulation. . .
> --The removal of all references to "natural" or "normal" "masculine" and "feminine" etiquette, social behavior, and vocations.
> --The provision of contraceptive and abortion counseling in the same way that drug. . .counseling is now in many school programs.
> --The guarantee of continued education for the pregnant student in her own school or in another if she prefers, not only during but also after her pregnancy. . .

--The attempt to operate some schools on a business day schedule so that parents--and especially single parents--would not be forced to limit work opportunities. . .
--The establishment of committees to detect and correct all sex discrimination in the schools.

Responses to feminist demands for educational reform have been resistive. Some educators cite evidences of biological sexual differences that justify educational inequalities. One recent study reported in Human Behavior (June, 1973, pp. 29f) concludes that "there are differences in behavior of the sexes that cannot be explained by environmental influences. . .." Distinct sexual differences found among nursery-school children include the following (Quoted in Phi Delta Kappan, Vol. LV, No. 2, October 1963, p. 104):

--Boys are far more aggressive than girls. . .
--Boys are more interested in objects, things, physical activities; girls are more interested in people and pursue their interests on a verbal level. They prefer sedentary activities, literature and fantasy play.
--Girls are far more likely to cooperate than boys.

Such a study, however, may have failed to consider early socialization and acculturation processes which teach very young children what behaviors are and are not expected and acceptable from each sex. The distinction between innate and acquired human characteristics cannot be made in children who are already in nursery schools. In other words, the findings of such a study could be interpreted as indicating evidences of early sex-role stereotyping, not biologically determined sex differences. Still, the resisters to the feminist claims against education might argue that whoever really wants to succeed, including females, has only to try hard enough. This popular American myth denies the reality of repressive socio-economic forces which keep the oppressed in second-class citizenship. It is just this kind of uncritical consciousness that the women's rights movement is striving to enlighten.

The most popular and acceptable response to the impact of the feminist movement on education has come in the form of tokenism--insignificant changes in the curriculum and administrative system which eliminate examples of sexism without "analyzing thoroughly what sexism is all about or seeking solutions which change the underlying causes of sexist practice" (Levy and Stacey, p. 109). The complexity of the problems inherent in sexist education is seen in realizing that such solutions are to be found only in re-educating teachers and their educators. But can the faulty system be used or be expected to correct itself?

Conclusion

The women's rights movement has brought American education to a crucial point of testing. Will the schools remain passive agents of social control in reflecting, reinforcing, and perpetuating existing sexist discrimination? Or can the schools meet the crisis by actively preparing those who seek self-direction for greater degrees of freedom and social responsibility?

In approaching this issue, two significant matters must be remembered. First, the feminist movement is not attempting to move all women out of the kitchen into the factory, or out of the bedroom into the executive office suite. If it is, the feminists have something to learn about freedom: it means different things to different people, and you cannot compel anyone to be free. The question of women's rights is not whether the woman's place is in the home, cleaning, cooking, and caring for "her children." The issue is not even whether some women are bound to traditional sex roles which they would no longer deliberately choose for themselves. The problem is rather whether women in general are ever allowed a genuine vision of their own usefulness and worthiness and humanity to be free enough to choose whatever social and sexual roles in which they would feel some degree of freedom, fulfillment, and dignity. Are the schools willing and able at least to allow, if not encourage, the identification of alternative routes to femininity?

Thus, a second and final significant matter to be clarified is that the active role of the shool is not to redefine the social roles of women for them, but to enable and encourage young girls and women to reconceptualize the possible meanings of their own femininity in sexual, career, and self identity. If American education ever truly aims toward the powers of critical self-re-evaluation and self-re-direction, then men as well as women can escape demeaning and enslaving expectations imposed by sexual stereotypes, and all of us can get on with the business of revitalizing the meaning of being human instead of fearfully meeting the prefabricated expectations of others. In the meantime, however, as the teaching profession waivers before the conflicting interests of an aimless and confused public, we appear to be waiting for the wind to blow our pinwheels.

These issues and their implications for vocational-technical and career education raise frustrating, unresolved questions that challenge us to self-criticism:

1. Will the women's rights movement become satisfied with image remaking and token changes, "or will it parallel these efforts with a more intense drive to gain equal employment opportunities, equal pay, proportional representation in politics, and blanket repeal of discriminatory laws for the millions of women it represents?" (Etzioni, p. 34).

2. Can the liberation of women be achieved in the world of work before it becomes an actuality in the career education of women?

3. What existing curricular and instructional materials continue to retard women's free access to vocational education and career choice?

4. Can vocational-technical education, with its typical and traditional male domination, play an active role in gaining equal rights for women in the world of work?

5. Will the struggle for equal work rights continue to be thwarted by the presence of an inordinate ratio of brainwashed women in education who harbor, even enjoy, feelings of intellectual inferiority and self-abnegation?

6. And finally, do women in particular, and our society in general, actually want to achieve educational and career equality for women with its certain loss of female protection, prerogatives, and privileges?

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CAREER EDUCATION--FEMININE VERSION*

Many people subscribe to the cunning and convenient proposition that, "Men are logical thinkers," with, of course, its condescending corollary, "Women are intuitive." This equivocation, accepted as universal truth, has lent credence to male ascendancy and avowed superiority. Few men today would dare to say it out loud--at least not in certain quarters--but dear old Dr. Spock did:

> Women are usually more patient in working at unexciting, repetitive tasks. . .Women on the average have more passivity in the inborn core of their personality. . .I believe women are designed in their deeper instincts to get more pleasure out of life--not only sexually but socially, occupationally, maternally--when they are not aggressive. To put it another way, I think that when women are encouraged to be competitive too many of them become disagreeable.

However, even Dr. Spock has had his consciousness raised. In the December, 1973, issue of Redbook Magazine, in the author's note at the head of his monthly column, he wrote:

> In order to help end discrimination against girls and women, I'll no longer use 'he' when the child could be of either sex. I'll say 'they,' when possible. At other times I'll say 'she,' as a reminder of how much must be done to overcome the injustices of the past.

In an earlier time, the American writer Ambrose Bierce said, "To men a man is but a mind. Who cares what face he carries or what he wears? But woman's body is the woman."

Talleyrand opined, "One must have loved a woman of genius to comprehend the happiness of loving a fool." The logical thinkers would have us believe that business acumen, sound judgment, and any shrewd decisions--brains, if you will--are somehow out of our province, that they are not feminine. And we must, they exhort us, by all means remain feminine, meaning: wear our skirts short, our necklines low, and be demurely passive. Indeed, with interesting insight, Susan Sontag in an article on "The Double Standard of Aging" stated that:

> To be a woman is to be an actress. Being feminine is a kind of theater with its appropriate costumes, decor, lighting, and stylized gestures. From early childhood

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*Speech delivered by Dr. Elizabeth J. Simpson, Chief, Curriculum Development Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, U. S. Office of Education, Washington, D.C., at the Regional Seminar/Workshop on Women in the World of Work.

> on, girls are training to care in a pathologically exaggerated way about their appearance and are profoundly mutilated--by the extent of the stress put on presenting themselves as physically attractive objects. Women look in the mirror more frequently than men do. It is, virtually, their duty to look at themselves--to look often. Indeed, a woman who is not narcissistic is considered unfeminine. And a woman who spends literally most of her time caring for, and making purchases to flatter, her physical appearance is not regarded in this society as what she is: a kind of moral idiot. She is thought to be quite normal and is envied by other women whose time is mostly used up at jobs or caring for large families.[1]

Women are judged most frequently in terms of their appearance, particularly their youthfulness, not only in social and sexual situations, but also in their jobs. Part of career education is designed to help young people and adults examine the values underlying such behavior and their limiting effects on the lives of women. It is unfortunate that women have tended to reinforce these values with their contempt for other women who do not "measure up" against prevailing standards of beauty. Ms. Sontag concludes that:

> Women have another option. They can aspire to be wise, not merely nice; to be competent, not merely helpful; to be ambitious for themselves, not merely for themselves in relation to men and children. They can age naturally and without embarrassment, actively protesting and disobeying the conventions that stem from this society's double standard about aging.[2]

Lois Wyse has articulated problems that face the modern woman:

> How in the world
> do you cope in a world
> where coping has gone out of style?
>
> How do you cope in a society
> where it is all right to be prettier than a
> man and very bad to be stronger or smarter?
>
> How do you cope in a community
> that gives equal value to looks, brains,
> and a closet full of Puccis?

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[1]Susan Sontag, "The Double Standard of Aging." Saturday Review of the Society, September 23, 1972, p. 34.

[2]Ibid., p. 38.

How do you cope in a marriage
where a husband is supposed to feel humilated
and inadequate
if his wife lives up to her full potential?

How do you cope in a world
that thinks coping is being what you aren't
so you can make a man believe he is what
he isn't?

Louder, please Professor,
I cannot hear a word you say.[3]

You cannot miss exposure to the problems of women in achieving full self-realization in their various roles--not if you read and listen at all. In the realm of popular magazines alone, The New Woman and Ms. are prominent on the newsstands and provide provocative reading for the liberated and those becoming liberated. Even the "No Comment" feature in the February, 1974, Ms. gives one pause with its quotes submitted by readers:

--from TV Guide--Blast! If I could lose this ugly woman's libber I took out tonight I could make it home in time to watch Channel 12.

--from U.S. Forest Service Map, Dakota National Forest--Golden Rules of Company, No. 2: be considerate of your neighbors--keep dogs, children and wives under control at all times.

--from the Charlotte Observer--Goldwater got both laughter and applause for his response when asked if he supported the woman's rights amendment. "I don't think it is needed," he said. "I was for it at one time but then I saw the women in Washington who were pushing it, and I said, Hell, I don't want to be equal to them."[4]

How can a woman not be unsure of her identity and somewhat fearful as she moves into new areas of freedom, expression, and responsibility. Look further at what has been said about us. Recently, Dr. Edgar F. Berman recommended that women be kept from top positions of power. He declared that they may go a little berserk periodically due to "raging hormonal influences." Nietzche said, "When a woman inclines to learning there is usually something wrong with her sex apparatus." Aristotle

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[3]Lois Wyse, A Weeping Eye Can Never See. Garden City: Doubleday and Company, 1972.

[4]"No Comment," Ms., February, 1974, pp. 76-77.

described women as "female by virtue of a certain incapacity. . .(they) are weaker and cooler by nature than. . .males and we must regard the female character as a kind of natural defectiveness." Sigmund Freud, the archenemy of the feminists, wrote in his diary at the age of 77, "What do women want? Dear God! What do they want?" A Champaign, Illinois, clergyman responded to Freud's question:

> I would suggest that the answer is not all that complex. Women want, dear God, to be treated as persons. Most of them do not want to lay aside their femininity but to gather it up into a higher unity in which they are fully women and fully human. That would be a state not unlike the one described by Paul, when in a moment of insight, he transcribed his chauvinism--that state in which he said "There is neither Jew nor Greek, neither male nor female, neither bond nor free--but all are one. . ."

In understanding the career needs and problems of the modern American woman, it is essential to understand her roles and life styles. Today's American woman is an infinite variety. She is a militant feminist--a Betty Friedan, a Kate Millet, a Gloria Steinem charging against the limiting forces of sexism. She is milder Judith Viorst, still feminist enough to ask, "Where is it written that husbands get $25 lunches and invitations to South America for think conferences while wives get Campbell's black bean soup and a trip to the firehouse with the first grade!"[5]

She is Congresswoman Shirley Chisholm, declaring that she has been more discriminated against as a woman than as a Negro. She is black writer Renee Ferguson explaining in the Washington Post, "The women's liberation movement touches some sensitive nerves among black women--but they are not always the nerves the movement seems to touch among so many whites." She is Sister Sally, about whom Lenore Kandel wrote:

> Moon-faced baby with cocaine arms
> nineteen summers
> nineteen lovers
> novice of the junkie angel
> lay sister of mankind penitent
> sister of marijuana
> sister in hashish
> sister in morphine
> against the bathroom grimy sink
> pumping her arms full of life.[6]

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[5]Judith Viorst, "Where Is It Written?" It's Hard To Be Hip Over Thirty and Other Tragedies of Married Life. New York: New American Library, p. 55.

[6]Lenore Kandel, "Blues for Sister Sally," Word Alchemy. New York: Grove Press, Inc., 1960, p. 61.

She is Ann Landers, Anne Armstrong, singer and former D.C. Teacher Roberta Flack, and AVA President Mary Ellis. She is an elementary teacher in Maryland; a young potential member of the Pussycat League; the 20-year-old mother in a California commune; the recent bride shopping for groceries in the neighborhood supermarket; and the former Future Homemakers of America president combining her work life and family life in a harmonious synthesis. (We always hope that FHA girls achieve this harmonious synthesis.)

She is today's American woman living in a complex world of rapid change. The neater linearity of the female life style of the past, with its relatively predictable sequence of life experiences, has given way. A maelstrom of sensation and experience influences today's woman. The result is a wide variety of life styles.

Women today are expected to be full human beings. They are involved in expanded expectations--and frustrations. Women are seeking new paths in both family life and work life, and their search for new occupational identities and for fair and equal treatment in job roles should be of concern to all educators. There are no basic differences in intelligence between the sexes, and women can succeed at almost any job a man can do. These are well-established facts. However, stereotypes are operative which limit the employment opportunities available to women. Certain occupational roles, such as nurse, teacher, and secretary, are considered acceptable; certain others, such as business executive or airplane pilot, are frowned upon, not only by men but by many women.

Of the "acceptable" roles for women, the wife-mother role is still the most respectable. Opting for the career role as first in importance, as a reasoned choice, raises questions of the woman's femininity among "Freud and Spock-thinking males." Regretfully, many women see a career as a choice of last resort--an evidence of failure to achieve the primary feminine goal. Ambivalence with respect to their goals is felt by many women--although this ambivalence seems to be giving way. My generation felt it (still feels it) more than the current crop of women in their 20's and early 30's. Young women appear to have synthesized their various roles, and they are less torn between them.

Of course, a basic fact to be taken into account is that women bear the children. Because of motherhood, the woman's work life, and her educational studies as well, are likely to be discontinuous in nature. Just as the majority of men desire fatherhood, so do the majority of women desire and achieve motherhood. However, the problems of the population explosion have forced us to take another look at parenthood. Stringent limitations on family size appear to be inevitable, essential from a social point of view, and possible from a medical point of view. It has been suggested that the day is not far off when women will need to take a baby license before they can get a pill or shot that temporarily allows fertility. For the present, the trend toward smaller families will result in greater availability of many women for the work force for more years of their lives. Hence,

the concept of the "discontinuous nature of women's work and education" will be a somewhat less important factor in considering the education and employment of women.

In addition, modern methods of contraception, changing abortion laws, and the social necessity for limiting family size, along with changes in sexual mores, are bringing about alterations in family forms and functions. Alvin Toffler, in his book Future Shock, refers to the nuclear family, "stripped down and mobile," as the standard model in all the industrial countries. But he sees emerging new couple arrangements of varying commitments with respect to time and goals--some based on mutual interests and matched careers, some based on parenthood as a primary function, some perceived as relatively temporary arrangements, some as permanent. He suggests that some families may defer child-rearing until the retirement years and that the post-retirement family could become a recognized social institution. Other alternatives lie in communal family life, group marriages, homosexual family units, and polygamy.

Confusing the problem further, but adding a new dimension of challenge to home and family life and career education, are the current sentiments of black women. Renee Ferguson, in a recent issue of the Washington Post, observed:

> At a time when some radical white feminists are striving for a different family structure, many black women are trying to stabilize their families. They are making a special effort, in a great number of cases, to assume the wife and mother role more effectively.

An April, 1970, publication of the Bureau of Labor Statistics stated that the participation of black women in the labor force may be expected to decline from 49 percent in 1968 to 47 percent in 1980. This change probably will reflect the improving economic situation of black men and lessening pressure on the female to contribute toward the support of the family. Parenthetically, I would like to say that my experiences as a member of the O.E. Women's Action Group, composed of nearly equal numbers of blacks and whites, lead me to suspect that the life situation really is not very different for us sisters. We all suffer from sexist attitudes and practices, and we all want to realize ourselves more fully as women and as careerists. God knows (She knows) we need Sisterhood in our efforts!

Woman's pattern of employment throughout the life cycle has changed dramatically. Since 1950, the labor force has increased by only seven million men and by about 13 million women. Although the myth is widely held that most women are part-time workers, four out of five adult women over 20 are full-time workers. Fifty-nine percent of all young women aged 20-24 (the prime childbearing years) are working or looking for work, and the same is true for 50 percent of married women in that age group. Well over six million households depend solely on a woman for their means of support. Yet, whatever the job, women earn less than men, and the

"pay gap" is widening. In 1957, the median earnings per year for women were $3,008 and for men, $4,713; in 1967, $4,150 for women and $7,182 for men; and in 1972, $5,903 for women, but $10,202 for men.

Women constitute a distinctly disadvantaged group in the world of work. Thus, there is an immediate need to broaden employment practices, attitudes, and educational programs preparing women for jobs and careers. In addition to the limitations imposed by the schools and employers, women are handicapped further by certain stereotypes regarding appropriate feminine roles. Low aspirations generally have been attributed to females, and just as generally socially approved. A study by Matine Horner involved asking male and female undergraduates to write a story based on the sentence, "After first-term finals Ann (John in the male version) finds herself at the top of her medical-school class." More than 65 percent of the girls told stories which reflected strong fears of social rejection, fears about womanhood, or denial of the possibility that any woman could be so successful. In responding to the male version, less than 10 percent of the boys showed any signs of wanting to avoid success. Rather, they were pleased at John's triumph and predicted a great career for him.[7]

Generally speaking, the vocational self-concept of the female is limited by her early training, by parental expectations, by her dolls and playthings, by the stories she reads, by her educational experiences, and by depiction of females in the mass media. Combatting the stereotypes and broadening the vocational self-concept of young girls will require modifications in the materials and methods of educational programs from early childhood upward. This raises the provocative question of whether there are peculiarly masculine and feminine concepts of career. In a recent issue of Mademoiselle, Editor Mary Cantwell said, "It's very hard for a woman to allow herself to be as deeply involved in her work as a man is, even if she is wholly capable of it, because most women are still defined by men and want to be liked by them." She added that "many men do not like women who are not playing woman's classic role."

Women have had a tendency to regard work an an intermediate step between schooling and motherhood. Even if they continue to work after marriage, their major orientation is toward the economic gains involved rather than toward the intrinsic satisfactions inherent in a career.

Perhaps Philip Slater has an answer for the woman's dilemma regarding career commitment and the place of work in her life. He expresses the opinion that the usual concept of career is male-oriented. He states: " Career has connoted a demanding, rigorous, preordained life, to whose goals everything else is ruthlessly subordinated, everything pleasurable,

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[7]Marijean Suelzle, "Women in Labor," Trans Action, November-December, 1970, p. 3.

human, emotional, bodily, frivolous."[8] Slater suggests that women work toward a new definition of career which recognizes the importance of meaningful, stimulating, "contributing" occupational activity, challenge, and social satisfactions, without a sacrifice of the human values implicit in the finest definitions of marriage, family, motherhood, and friendships. He sees the possibility of woman's adopting a revolutionary stance with respect to work. She need not fall into the masculine trap of finding her major definition of self in and through her work. She can make her commitment to work and to human values and find these goals compatible.

American industry plans to hire 54 percent more female college graduates into responsible positions this year than it did last year. This is no one shot deal to satisfy the women's rights movement. This is a hard economic reality and is a sobering reminder of things to come for women in the world of work. The following specific steps should be taken, and indeed <u>are</u> being taken:

1. Kindergarten and elementary school educators should help open new vistas of occupational opportunity to girls by promoting an awareness of women as employed persons and by helping girls enlarge their vocational self-concept through a developing understanding of the great variety of occupational roles that they might fill.

2. From pre-grammar school on, females should be encouraged to pursue their own intellectual interests and concerns.

3. Employed married and single women from a wide variety of occupational fields should serve as resource persons along with men in promoting awareness of occupational possibilities.

4. New student text materials which present a variety of socially constructive life styles and roles, including a variety of occupational roles for women, should be developed and tested.

5. Nursery school, kindergarten, and elementary teachers should be educated to assume greater responsibility for helping girls expand their vocational self-concept.

6. Guidance counselors should be made more aware of the significant role that they can play in helping girls develop their potential for employment in a wide variety of occupational fields.

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[8]Philip Slater, "What Hath Spock Wrought? Freed Children, Chained Moms," <u>Washington Post</u>, March 1, 1970, pp. H1 and H10-11.

7. Teachers of such general education subjects as English and social studies should be oriented to the whole area of vocational preparation for women. The unique contributions that these fields can make are needed in the total effort to improve the working life of women. For example, the communications problems of the woman at work, particularly as she tries to "make it" in traditionally male bastions of employment, would be provocative and meaningful for the job-oriented young woman--and young man. The fascinating literature on women, from that of Simone de Beauvoir to the writings of Oriana Fallaci and Robert Graves, should be reviewed and discussed in literature classes.

8. Women's history ought to be included in social studies to provide young girls with role models of concerned and responsible women involved in the political, social, and economic life of the nation.

9. Opportunity should be provided for girls and women to choose and prepare for occupations in any field of endeavor that interests them. This is the challenge to vocational education. Females should be recruited for programs that virtually were closed to them in the past.

10. All training programs should include opportunities to prepare for the dual role of homemaker-wage earner.

11. Alternatives and supplements to in-school instructional programs should be developed to expand training options and opportunities for both sexes. For example, television, audio-video cassettes, and correspondence courses, along with a variety of other media, make possible increasingly rich and sophisticated opportunities for study in the home at the convenience of the student.

Permeating all career education programs should be a concern for moral and ethical values as they relate to occupational choice, job performance, and related life style. Educators have definite directives for change in expanding the vocational and educational opportunities for women. The challenges are well defined, and we are among those who can make significant moves toward meeting these challenges.

SOCIAL IMPLICATIONS OF WOMEN'S EQUALITY*

For eons, women have been defined as the inferior member of the species. Their secondary status is confirmed by history and, as some anthropologists would have it, by our primal instincts. Negative attitudes toward women are prevalent throughout our society. Inequalities exist in tax laws and social security, employment and education. Sexism blunts personal interactions between men and women as an emanation of deep estrangement ingrained in the collective psyche.

The debasement of womanhood is reflected in our vocabulary, which is peppered with disparaging synonyms for women--"fluff," "wench," "broad," "hussy," "sow," "gold digger," "bag," "frump"--to cite a few. Equally derogatory are the more literary definitions of women: "One of nature's agreeable blunders" (Hannah Cowley); "The last thing civilized by man" (George Meredith); and "A necessary evil" (Latin proverb). Women are viewed commonly as either sex objects or domestics disposed to a life of dependency while men venture away from home to accomplish bigger and better things. Caring for husbands and children is considered women's primary role. Because they are capable of bearing children, it is presumed that they are born only to fulfill biological destiny. This belief is almost universal. "An incompetent man can get about in nine countries," says a Chinese proverb, "but a competent woman can only get round her cooking stove." In Africa, a man may buy a bride for two cows, but a woman cannot purchase a husband for two bulls.

During the last century, women were deemed fit for learning and they were allowed to attend school. A little learning goes a long way, and soon women became the school teachers, and teaching lost its prestige as a profession. Women became nurses, and this vocation, too, lost dignity. Those who care for children, the sick, and the lame perform services demanding selflessness and sacrifice. Society, of course, pays moral tribute to those involved in virtuous social services, but in this culture, where values are measurable in dollars and cents, housewives, mothers, nurses, and teachers--those who give of themselves to others--are paid comparatively low wages or nothing. Women are a necessary and free convenience. If housewives' services were given financial compensation, their value would make up one fourth of the GNP. Yet, the millions of women who currently are employed receive far less than men. Women who enter the world of work may be free from household chores from nine to five, but they are not free from the inequities of sexual bias. Older women and particularly black women are doubly discriminated against.

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*Paper by Dr. Mary L. Ellis, Director, Technical Education Research Centers, Washington, D.C., for the Regional Seminar/Workshops on Women in the World of Work.

Women who work are not escaping family responsibilities. On the contrary, the 15 million women who are heads of households must work. Yet, many of these women are in low-paying, dead-end jobs with few opportunities for promotion and advancement. Unless society recognizes that women, too, are breadwinners, unless women receive equal pay for equal work and are prepared to enter traditionally male occupations offering higher wages, there will be growing numbers of families on welfare. Unless society responds to the need of working mothers for adequate child care and develops legislation that will force fathers to pay child support, then half of the population will have to pay for the other half to stay home.

Child care is a central issue for those with deep misgivings about women's emerging role, its impact on the family and the future of society. Critics contend that as more women leave home to enter the labor force and achieve independence, children will become delinquents and the nuclear family will disintegrate. There are, however, a number of discrepancies in these arguments. First, it should be remembered that many mothers who have lost husbands through divorce, death, or desertion cannot afford to stay home unless they become welfare recipients. Then they can qualify for free day care, if they decide to seek employment. Secondly, research studies of working mothers point out that it is not the quantity, but the quality, of a mother's care that is important to the child. Still, critics contend that only a natural mother, rather than a trained child development specialist or the father, is instinctively capable of responding to all a pre-schooler's needs. Mothers are honored as long as they stay at home, isolated 24 hours a day, nurturing the child and neglecting their own personal development. But the honor paid to motherhood is basically sentimental, gratuitous, and devious. For example, the Dictionary of Occupational Titles classifies "Foster Mother" at the same skill-complexity level as "Restroom Attendant." To add insult to injury, "Foster Mother" receives a lower skill rating than do "Newspaper Boy" and "Dog Trainer."

It seems that all the uproar about losing Mom to an employer is a ploy. Society is threatened by women's struggle for equality. Unfortunately, women cannot achieve real status or mobility as wives and mothers, but as contenders in the male sphere. The American family is not collapsing because women are trying to achieve control over their own destinies. It is faltering because of a deeper disenchantment that perpetuates the war between the sexes and permeates our social institutions. Quite simply, we have not learned how to live together and how to create a harmonious society.

At a time when women are entering business and industry at the rate of a half million a year, workers have become severely critical of methods of production, if not the value of the work ethic, a dissatisfaction that is symptomized by high absenteeism and acts of sabotage. Many workers spend their waking hours on jobs that bear little relation to their personal lives, jobs where their best efforts are expendable, monotonous jobs where they have little control over the production process. Work no longer provides many people with direct personal satisfaction and meaning. Rather, leisure activity seems to provide real enjoyment; and as hard as some people work during their leisure hours,

hobbies and crafts, painting, puttering, or playing with the kids are not considered real work. Industrialization has led to depersonalization, alienation, and a widening gap between the concepts of work and self-fulfillment. Should women want to compete more aggressively for an equal share in this man's world?

Economist Paul Samuelson of M.I.T. predicts that as women enter the labor force in greater numbers, our standard of living will increase by at least 10 to 15 percent. That is, greater utilization of women's potential will increase productivity, consumerism, and the national income, results that should benefit male workers as well. The elimination of discrimination should not only improve economic opportunities for women, but also should improve their social status. In addition, increased opportunities for women should support the trend toward smaller families and zero population growth.

But once equality of the sexes is achieved what more can we hope for besides an improved GNP and a stable population? While women are entitled to economic and social equality, material success and status tend to corrupt. Work, as many have known it, has the power to dull human sensitivity and spiritual development. Unless the social and economic system and our values and priorities change, women and men will continue to be defined and judged by the work they do, and their identities and worth will be measured, superficially, according to their earnings. There will be rich and poor, and those who cannot or choose not to compete in the labor market, those who care for the children, will retain a lower status.

Women's demand for equal rights and the eradication of conventional sex roles is advantageous to men. Consider the possibility of men, relieved of some of the pressures of earning a living, sharing equally in raising children. Consider how that and other traditionally feminine roles and responsibilities will affect their outlook. Consider the possibility of raising boys to be nonviolent, sensitive, and intuitive, tender and loving, cooperative rather than competitive--raising them to serve rather than be served. Consider the impact of this generation on future diplomacy, the defense budget, social institutions, and the nature of work. In a world where we must learn to cooperate or perish, respect nature and our resources or suffer ecological disaster, the needs for quality in our lives and delicacy in human relationships become imperatives to survival. An inner spiritual growth must be symbolized in the society as a whole.

In fact, there is already a shift in priorities which reflects changing social values, widespread discontent with our current system, and growing political and social consciousness, of which the women's movement is a byproduct. These priorities also are mirrored in the growing spirit of cooperation among the world's powers and the change from an industrial to a technological, service-based economy.

The interrelationship of current social and economic trends is profound. Economist John Galbraith pointed out recently that the increase of women in the labor market will contribute to the marked growth

of services. He contends that as women abandon their traditional roles, small businesses will take over the tasks formerly performed by women in the home. Thus, shifts in economic patterns will be congruent with changes in the social foundation, the family. Technology is creating a wide variety of new and emerging occupations, particularly in the fields of health, environment control, and communications. Naturally, rapid changes in the labor market will create demands for new skills and quickly render old skills obsolete. As a result, people probably will not only change jobs, but also their occupations. In fact, they may have to seek retraining several times during their working lives in order to adapt to shifting economic conditions.

Automation will free us from repetitive, mechanized labor and will erase the division that now exists between work and leisure. It is anticipated that with increased automation, society will place a premium on intellect. Knowledge may well become our greatest commodity, and the ability to grasp overwhelming amounts of available information will become a vital skill. In a world that will grow increasingly interdependent, a world largely operated by machines, men and women will be dependent on their gifts of mental facility and adaptability. In a service-based economy, people will be valued for their personalities, sensitivity, emotional responsiveness, and creativity. Consequently, education will have to adapt to shifting values and priorities as well as to rapidly changing occupational demands. New curricula ought to emphasize instruction in broad concepts and patterns as well as techniques for problem-solving; focus on personal and social development; and develop flexibility as a basic survival tool. Competence in communications, information retrieval, relating to others as well as to nature and the man-made environment also may be regarded as tools for survival. Many citizens today fear cybernetics and the dominance of the machine. In the future, men and women must be prepared to manage and maintain moral control over the science and technology that serve them.

In short, schools will have to prepare youth for continuing education and employment, as well as a variety of life roles and leisure time. In preparing students for future careers, the educational system must become more flexible in order to adapt curricula and training programs more quickly to changing labor market demands. Because cooperative relations with foreign countries may lead inevitably to the establishment of a mobile international labor force, educators will have to respond to employer demands, not only in the United States but throughout the world.

The values of the emerging society will necessitate cooperation among all social institutions for the public good. Vocational educators ought to start initiating more flexible arrangements with the academic community in order to provide students with broader educational alternatives. Educators also must establish an improved rapport with business and industry, a sector that must begin to act out of social interest.

If the schools are to play the major role in preparing contributing citizens for tomorrow, they must accommodate women in all programs; must recognize the serious needs of young, school-age mothers; encourage men and women to enter nontraditional occupations; and help them assume nontraditional roles as whole, self-realized persons.

APPENDIX B

QUESTIONNAIRE AND RESULTS

A follow-up questionnaire was sent to 218 persons who attended the Regional Seminar/Workshop; 179 questionnaires, or 82.1 percent, were returned. Participants in the National Invitational Seminar/Workshop were not surveyed because of time constraints imposed by the contract expiration date.

Percentage of responses by each Regional Seminar/Workshop are as follows: Regions I and II, 25.1 percent; Regions VI and VII, 31.8 percent; Regions VIII, IX, and X, 40.2 percent. Five anonymous responses could not be identified by region.

Total responses to each question are cited on the following questionnaire sample.

PLEASE RETURN WITHIN 10 DAYS!

RETURN TO:

Dr. Mary L. Ellis, Director
Technical Education Research Centers
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

Ph. No. (202) 331-9590

(PLEASE PRINT OR TYPE)

NAME_____

TITLE_____

ADDRESS_____

FOLLOW-UP QUESTIONNAIRE ON THE SEMINAR/WORKSHOP

ON WOMEN IN THE WORLD OF WORK

		Yes	No	No Response
1.	Was your reaction to the Seminar/Workshop favorable?	158	11	10
2.	Has your understanding of the educational and employment problems of girls and women increased as a result of the Seminar?	150	25	4
3.	Did the Seminar/Workshop make you aware of inequities which may exist for both men and women who wish to pursue non-stereotyped careers?	152	21	6
4.	Did the Seminar/Workshop increase your awareness of laws and regulations with respect to the education and employment of women?	143	33	3
5.	Did the Seminar cause you to be more aware of the stereotyping of women in the communications media?	115	49	15
6.	Has the Seminar caused you to be more open in your review of literature related to women in the world of work?	134	33	12
7.	Do you feel girls and women are encouraged to prepare for non-stereotyped occupations?	55	1[illegible]	6
8.	Do you believe that women have been underprepared for non-stereotyped occupations?	151	24	4
9.	Do you feel women receive equal pay for equal work?	21	155	3
10.	Would you be willing to work for a competent woman?	171	4	4

	Yes	No	No Response
11. Do you consider women to be emotionally stable to hold high level policy-making positions?	166	5	8
12. Do you believe responsible women's rights groups have a positive contribution to make to society?	161	5	13
13. Would you vote for the Equal Rights Amendment?	161	7	11
14. Have you discussed the basic concepts of the Seminar/Workshop with your associates?	173	5	1
15. Have you had occasion to speak out publicly concerning sexual discrimination against both men and women?	116	61	2
16. Have you discussed the problem of preparing women for the world of work with members of State Advisory Councils on Vocational Education?	81	93	5
17. Have you discussed the problem of preparing women for the world of work with members of State Boards of Education?	65	110	4
18. Have you discussed the problem of preparing women for the world of work with the Commission on the Status of Women?	37	138	4
19. Since the Seminar, have you participated in other meetings on women in the world of work?	83	93	3
20. Have you been involved in the development of an affirmative action program for women?	76	98	5
21. Have you encouraged the establishment and continued operation of high quality day care centers?	89	75	15
22. Have you encouraged counselor and teacher educators to develop programs concerning stereotyped occupations and careers?	135	37	7
23. Have you suggested that educational and occupational stereotypes be eliminated from curriculum materials?	139	33	7
24. Have you had an opportunity to employ or recommend a woman for a supervisory or policy-making position?	99	75	5

	Yes	No	No Response
25. Have you encouraged women to become active in labor unions and professional organizations?	105	65	9
26. Have you been involved in other activities designed to improve educational and employment opportunities for girls and women?	143	28	8

COMMENTS: Please enumerate any special activities in which you have engaged related to women in the world of work and/or list additional comments. Use back of the page if necessary.

June 28, 1974

APPENDIX C

AGENDA AND PARTICIPANT LISTS

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U.S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

STUDENT UNION HOTEL, STILLWATER, OKLAHOMA
October 28-30, 1973

SUNDAY, OCTOBER 28

5:00-6:30 P.M. REGISTRATION - Union Club Lobby

6:30-7:30 P.M. SOCIAL HOUR - Room 275

MONDAY, OCTOBER 29

8:30-11:45 A.M. GENERAL MEETING - Case Study A Room

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Welcome: Dr. Robert Kamm, President
Oklahoma State University
Stillwater, Oklahoma

Dr. Francis T. Tuttle, State Director
Oklahoma State Department of Vocational and Technical Education
Stillwater, Oklahoma

Panel Presentations:

Topic 1: THE CHANGING COMPOSITION OF THE NATION'S LABOR FORCE

Speaker: Mrs. Dorothy Cohen
Federal Women's Coordinator
Department of Health, Education and Welfare
Kansas City, Missouri

Topic 2: LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Topic 3: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Oklahoma Room

Address: WOMEN IN THE WORLD OF WORK
EDUCATION'S RESPONSIBILITY

Speaker: Dr. Norman N. Durham, Dean
Graduate College and Professor
of Microbiology
Oklahoma State University
Stillwater, Oklahoma

1:00-4:00 P.M. WORKSHOP GROUP 1 - Exhibit Room I

Leader: Dr. Lloyd Wiggins, Professor
Occupational and Adult Education
Oklahoma State University
Stillwater, Oklahoma

Resource: Mrs. Dorothy Cohen
Federal Women's Coordinator
Department of Health, Education and Welfare
Kansas City, Missouri

Summarizer: Mr. Earl Cray, Teacher Educator
Southern University
Baton Rouge, Louisiana

1:00-4:00 P.M. WORKSHOP GROUP 2 - Exhibit Room II

Leader: Mr. Beauford W. Robinson
Assistant Commissioner and State
Director of Vocational Education
State Department of Education
Jefferson City, Missouri

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio
and Machine Workers
Washington, D. C.

Summarizer: Senator Shirley Marsh
State Senator - Member of Unicameral
Lincoln, Nebraska

1:00-4:00 P.M. WORKSHOP GROUP 3 - Exhibit Room III

Leader: Mr. W. O. Schuermann, State Director
Career Education Division
Department of Public Instruction
Des Moines, Iowa

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Mr. Calvin Williams
Special Assistant to the Governor
for Educational Affairs
Office of the Governor
Topeka, Kansas

4:00-5:15 P.M. GENERAL MEETING - Case Study A Room

WORKSHOP GROUP REPORTS:

Group 1: Mr. Earl Gray

Group 2: Senator Shirley Marsh

Group 3: Mr. Calvin Williams

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, OCTOBER 30

8:30-10:15 A.M. GENERAL MEETING - Case Study A Room

Chairwoman: Miss R. Eugenia Walters, Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons, President
BLS and Associates, Inc.
Washington, D. C.

Topic 5: ISSUES EMERGING FROM THE WOMEN'S RIGHTS MOVEMENT AND IMPLICATIONS FOR VOCATIONAL-TECHNICAL EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Topic 6: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Director
Curriculum Center for Occupational and Adult Education
Bureau of Adult, Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 4 - Exhibit Room I

Leader: Mrs. Caroline E. Hughes, Member
National Advisory Council on Vocational Education
Cushing, Oklahoma

Resource: Mrs. Barbara Lett Simmons, President
BLS and Associates, Inc.
Washington, D. C.

Summarizer: Mr. Alton D. Ice
Executive Director
The Advisory Council for Technical-Vocational Education in Texas
Austin, Texas

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 5 - Exhibit Room II

Leader: Mr. James B. West
Assistant State Superintendent for Vocational Education
State Department of Education
Santa Fe, New Mexico

Resource: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Senator Minnette Doderer
Iowa City, Iowa

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 6 - Exhibit Room III

Leader: Ms. Jane H. Wells, Member
State Board of Education
Austin, Texas

Resource: Dr. Elizabeth J. Simpson, Director
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U. S. Office of Education
Washington, D. C.

Summarizer: Dr. Jack D. Nichols
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Little Rock, Arkansas

12:15-2:30 P.M. Luncheon Meeting - Oklahoma Room

WORKSHOP GROUP REPORTS - Case Study A Room

Group 4: Mr. Alton D. Ice

Group 5: Senator Minnette Doderer

Group 6: Dr. Jack D. Nichols

Implications: Dr. Mary L. Ellis

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REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U.S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

CIRCUS CIRCUS HOTEL, LAS VEGAS, NEVADA
January 27-29, 1974

SUNDAY, JANUARY 27

5:00-6:30 P.M. REGISTRATION - Foyer

6:30-7:30 P.M. SOCIAL HOUR - Ring I

MONDAY, JANUARY 28

8:30-11:45 A.M. GENERAL MEETING - Ring I

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Welcome: Mr. R. Courtney Riley
State Director
Vocational-Technical Education Branch
State Department of Education
Carson City, Nevada

Panel Presentations:

Topic 1: THE CHANGING COMPOSITION OF THE NATION'S LABOR FORCE

Speaker: Mrs. Madeline H. Mixer, Regional Director
Women's Bureau
U. S. Department of Labor
San Francisco, California

Topic 2: LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Topic 3: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Ring II

Address: YOU'VE COME A LONG WAY, BABY!

Speaker: The Honorable Roman C. Pucinski
Lecturer on Career Education
Alderman, Chicago City Council
Former Congressman
Eleventh Congressional District, Illinois

1:00-4:00 P.M. WORKSHOP GROUP 1 - Ring III

Leader: Mr. Walter E. Ulrich
State Director of Vocational Education
Salt Lake City, Utah

Resource: Mrs. Madeline H. Mixer, Regional Director
Women's Bureau
U. S. Department of Labor
San Francisco, California

Summarizer: Mrs. Ellen T. Law, Principal
Jefferson High School
Portland, Oregon

1:00-4:00 P.M. WORKSHOP GROUP 2 - Center Ring

Leader: Mr. Clinton L. Harris
Executive Director
State Advisory Council on Vocational Education
Laramie, Wyoming

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Summarizer: Dr. Robert V. Kerwood
Director of Professional Development
Arizona Department of Education
Phoenix, Arizona

1:00-4:00 P.M. WORKSHOP GROUP 3 - Side Show

Leader: Mr. William A. Ball, Executive Director
Montana Advisory Council on Vocational Education
Helena, Montana

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Dr. Richard Edsall, EPDA Coordinator
State Board for Community Colleges and Occupational Education
Denver, Colorado

4:00-5:15 P.M. GENERAL MEETING - Ring 1

WORKSHOP GROUP REPORTS:

Group 1: Mrs. Ellen Law

Group 2: Dr. Robert V. Kerwood

Group 3: Dr. Richard Edsall

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, JANUARY 29

8:30-10:15 A.M. GENERAL MEETING - Ring I

Chairwoman: Miss R. Eugenia Walters, Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Topic 5: THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Topic 6: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 4 - Ring III

Leader: Mr. Donald P. Krotz
State Coordinator
Industry-Education-Labor
Orinda, California

Resource: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Summarizer: Mrs. Ruth Switzer Pearl
Program Director
BLS and Associates, Inc.
Washington, D. C.

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 5 - Center Ring

Leader: Ms. LaRae Glennon
Director, Project Equality
Highline School District
Seattle, Washington

Resource: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Ms. Hope Kading, Vice Chairwoman
Education Commission of the States
Boise, Idaho

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 6 - Side Show

Leader: Mr. William H. Bergman, Executive Director
South Dakota Advisory Council on Vocational-Technical Education
Vermillion, South Dakota

Resource: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Summarizer: Mr. Glenn R. Dolan
Director of Guidance Services
State Department of Public Instruction
Bismarck, North Dakota

12:15-2:30 P.M. Luncheon Meeting - Ring II

WORKSHOP GROUP REPORTS

Group 4: Mrs. Ruth Switzer Pearl

Group 5: Ms. Hope Kading

Group 6: Mr. Glenn R. Dolan

Implications: Dr. Mary L. Ellis

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REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
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WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

HARTFORD HILTON HOTEL, HARTFORD, CONNECTICUT
March 17-19, 1974

SUNDAY, MARCH 17

5:00-6:30 P.M. REGISTRATION - Room 404

6:30-7:30 P.M. SOCIAL HOUR - Room 408

MONDAY, MARCH 18

8:30-11:45 A.M. GENERAL MEETING - Club Room

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Welcome: Dr. Herbert Righthand
Acting Associate Commissioner of
Vocational Education
State Department of Education
Hartford, Connecticut

Panel Presentations:

Topic 1: FACTS ON WOMEN IN THE WORK FORCE AND LAWS AND REGULATIONS AFFECTING THEIR EDUCATION AND EMPLOYMENT

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical,
Radio and Machine Workers
Washington, D. C.

Topic 2: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Topic 3: THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Hartford Room

Speaker: The Honorable Roman C. Pucinski
Lecturer on Career Education
Alderman, Chicago City Council
Former Congressman
Eleventh Congressional District, Illinois

1:00-4:00 P.M. WORKSHOP GROUP 1 - Rooms 408/412

Leader: Mr. Sidney Cohen
Personnel Development Coordinator
Consultant for Teacher Education
Division of Vocational Education
State Board of Education
Hartford, Connecticut

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Summarizer: Mr. Julian M. Carter
Assistant State Director
Vocational-Technical Education
State Department of Education
Montpelier, Vermont

1:00-4:00 P.M. WORKSHOP GROUP 2 - Rooms 416/420

Leader: Dr. Charles W. Ryan, Director
Research Coordinating Unit
Bureau of Vocational Education
Augusta, Maine

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Dr. Marilyn Steele
Director, Planning
Charles Stewart Mott Foundation
Flint, Michigan

1:00-4:00 P.M. WORKSHOP GROUP 3 - Rooms 436/440

Leader: Ms. Carol Cataldo
Senior Supervisor Resource Development
State Department of Education
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Resource: Dr. Jack Wiilers, Professor of History
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Nashville, Tennessee

Summarizer: Ms. Deborah L. Bloxom
Associate Education Consultant
State Department of Education
Concord, New Hampshire

4:00-5:15 P.M. GENERAL MEETING - Club Room

WORKSHOP GROUP REPORTS:

Group 1: Mr. Julian M. Carter

Group 2: Dr. Marilyn Steele

Group 3: Ms. Deborah L. Bloxom

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, MARCH 19

8:30-10:15 A.M. GENERAL MEETING - Club Room

Chairwoman: Miss R. Eugenia Walters, Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Topic 5: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Chief
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Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:30 P.M. WORKSHOP GROUP 4 - Rooms 408/412

Leader: The Honorable Annie B. Martin
Assistant Industrial Commissioner
New York State Department of Labor
New York, N. Y.

Resource: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Summarizer: Dr. Gerald R. Fuller
Professor and Chairman
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University of Vermont
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10:15 A.M.-
12:30 P.M. WORKSHOP GROUP 5 - Rooms 416/420

Leader: Mr. John A. Millard
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Resource: Dr. Elizabeth J. Simpson, Chief
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Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Summarizer: Dr. Arthur O. Berry, Director
Vocational-Technical Education
University of Maine
Gorham, Maine

12:30-2:30 P.M. Luncheon Meeting - Terrace Room

WORKSHOP GROUP REPORTS

Group 4: Dr. Gerald R. Fuller

Group 5: Dr. Arthur O. Berry

Implications: Dr. Mary L. Ellis

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NATIONAL INVITATIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U. S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

BURLINGTON HOTEL, WASHINGTON, D. C.
September 29, 30-October 1, 1974

SUNDAY, SEPTEMBER 29

5:00-6:30 P.M. REGISTRATION - Parlor B

6:30-7:30 P.M. SOCIAL HOUR - Teak Room

MONDAY, SEPTEMBER 30

8:30-11:45 A.M. GENERAL MEETING - Burgundy Room

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 1: FACTS ON WOMEN IN THE WORK FORCE AND LAWS AND REGULATIONS AFFECTING THEIR EDUCATION AND EMPLOYMENT

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical,
Radio and Machine Workers
Washington, D. C.

Topic 2: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Topic 3: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons
At-Large Member, D.C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Ballroom

Address: WOMEN IN THE WORLD OF WORK

Speaker: The Honorable Roman C. Pucinski
Lecturer on Career Education
Alderman, Chicago City Council
Former Congressman
Eleventh Congressional District, Illinois

1:00-4:00 P.M. WORKSHOP GROUP 1 - Parlor A

Leader: Mr. Royce A. Justice, Director
Planning and Evaluation
Bureau of Vocational Education
Frankfort, Kentucky

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical,
Radio and Machine Workers
Washington, D. C.

Summarizer: Miss Marguerite Crumley
Associate Director of Vocational
Education
State Department of Education
Richmond, Virginia

1:00-4:00 P.M. WORKSHOP GROUP 2 - Crystal Room

Leader: Dr. Lucille W. Campbell, Program Officer
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Philadelphia, Pennsylvania

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Dr. R. D. Balthaser, Assistant Director
Division of Vocational Education
State Department of Education
Columbus, Ohio

1:00-4:00 P.M. WORKSHOP GROUP 3 - Oak Room

Leader: Mr. William Debolt, Specialist
State Plan Development
State Department of Education
Baltimore, Maryland

Resource: Mrs. Barbara Lett Simmons
At-Large Member, D.C. Board of Education
President, BLS and Associates, Inc.
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Summarizer: Mrs. Ruth Switzer Pearl
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4:00-5:15 P.M. GENERAL MEETING - Burgundy Room

WORKSHOP GROUP REPORTS:

Group 1: Miss Marguerite Crumley

Group 2: Dr. R. D. Balthaser

Group 3: Mrs. Ruth Switzer Pearl

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, OCTOBER 1

8:30-10:15 A.M. GENERAL MEETING - Burgundy Room

Chairwoman: Miss R. Eugenia Walters
Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Topic 5: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Division of Research and Development
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:30 P.M. WORKSHOP GROUP 4 - Teak Room

Leader: Dr. Dewey Adams, Director
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Resource: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Dr. Byrle Killian
Assistant State Director
State Department of Vocational and Technical Education
Stillwater, Oklahoma

10:15 A.M.-
12:30 P.M. WORKSHOP GROUP 5 - Oak Room

Leader: Dr. Aaron J. Miller, Chairman
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Resource: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Division of Research and Development
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Summarizer: Dr. George L. O'Kelley, Jr.
Professor and Chairman
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12:30-2:30 P.M. Luncheon Meeting - Ballroom

WORKSHOP GROUP REPORTS

Group 4: Dr. Byrle Killian

Group 5: Dr. George L. O'Kelley, Jr.

Implications: Dr. Mary L. Ellis

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